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ABSTRACT

Published 10 times a year, Systems and Procedures Exchange Center (SPEC) Kits and Flyers contain information on issues of concern to libraries and librarians; they are the result of surveys on topics related to practice and management of library programs in the Association of Research Libraries (ARL). This document focuses on the organization of collection development. The SPEC Flyer is a two-page summary of the status of the organization and staffing of collection development; discussion includes training for collection development, collection development activities, and the impact of electronic information resources. The SPEC Kit contains survey results; organization charts; administrative and bibliographer and selector position descriptions and position announcements; outlines of training programs, planning documents for training, and training for library liaisons; and electronic information resources in collection development including collection development policies, procedures for evaluating, selecting and ordering electronic resources, and form for recording information on electronic resources. Documentation is provided from 22 universities, and a selected reading list contains 49 sources. The SPEC survey instrument is included. (AEF)

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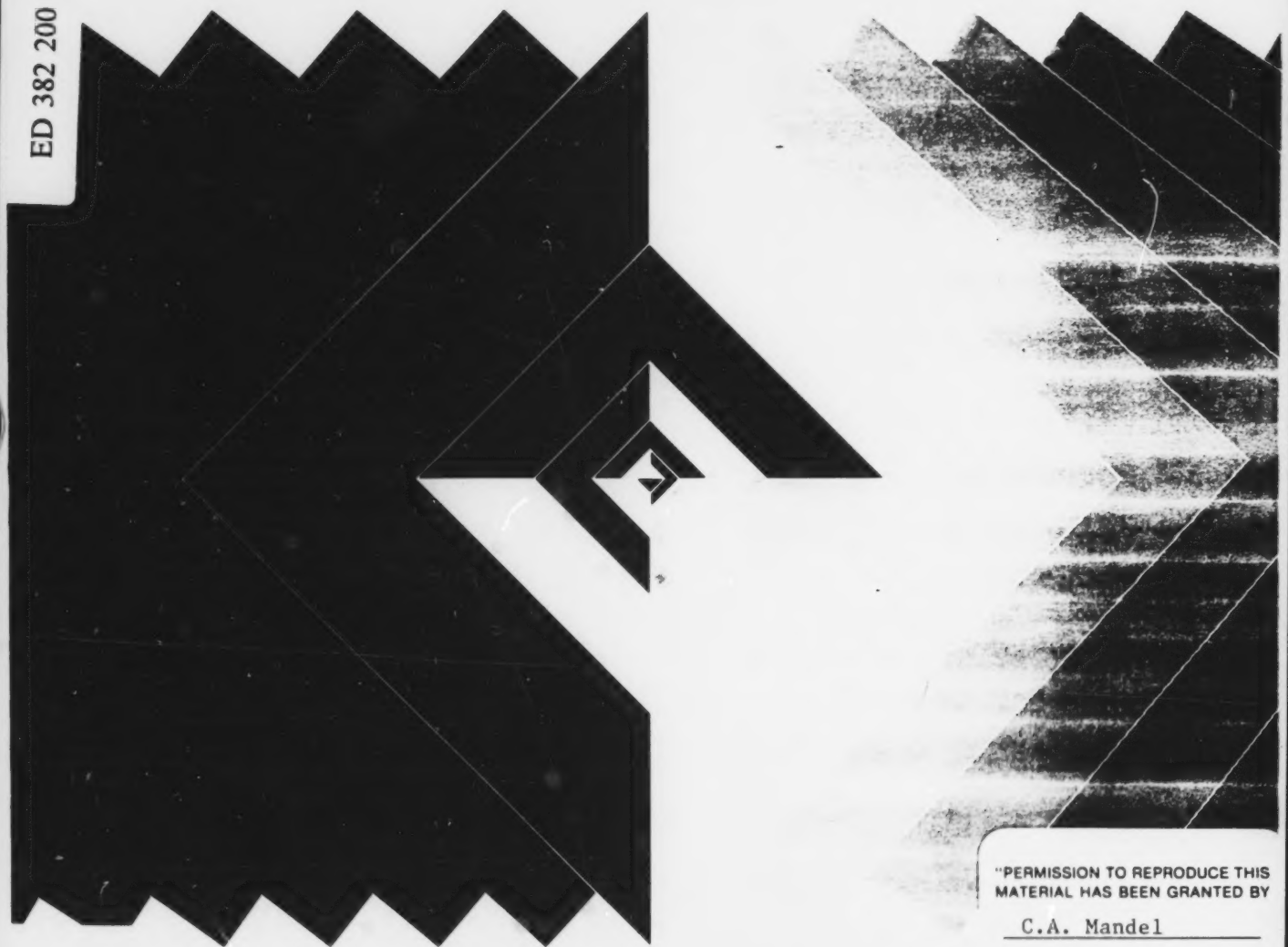
SPEC

SYSTEMS AND PROCEDURES EXCHANGE CENTER

Kit 207

Organization of Collection Development

ED 382 200



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SYSTEMS AND PROCEDURES EXCHANGE CENTER

Flyer 207

Organization of Collection Development

April 1995

INTRODUCTION

The functions of collection development continue to be fundamental to the mission of research libraries of the 1990s: planning and selecting library collections, faculty liaison, budget allocation, and collection evaluation and pruning. But the emerging world of electronic systems and information resources is having an impact on the work of collection development librarians. Discussion groups, program presentations, and workshops at recent library and educational conferences provide a forum for exploring and assessing the need to change library policies, procedures, and services in response to this electronic information revolution.

The organization of collection development in ARL libraries was first examined in SPEC Kit #131, *Collection Development Organization and Staffing* (February, 1987). That kit identified three trends: 1) continuing organizational and staffing changes, 2) an increasing emphasis on formal training and liaison with teaching faculty, and 3) a growing interest in the development and execution of studies on the cost, performance, and analysis of the collection development/management function. These trends reflected the aggregation of collection development activities into a new subdiscipline, separating them from aspects of the acquisitions process with which they had been previously more closely aligned.

The primary goal of this SPEC survey is to describe the organizational models for collection development currently found in ARL libraries. Information was sought to identify changes that have occurred since 1987, especially as a result of the use of electronic records and automated library management systems in the collection development work or from the increasing distribution of electronic information resources and their inclusion in libraries' collections. The survey was distributed to ARL libraries in late summer and early fall, 1994. Eighty-six libraries (72%) responded.

ORGANIZATION & STAFFING

The administrative head for collection development/management is usually closely associated with the chief administrator of the library. Sixty-eight libraries (82%) identified the AUL (an assistant or associate dean, director, or librarian who reports directly to a dean, director, or university librarian) as the highest administrative position for the collection development program. Position titles for AULs included responsibility for other library functions such as information services, public services, technical services, reference, planning, budget, cataloging, development, electronic resources, and preservation.

ARL libraries rely heavily on part-time staff for collection development work. Half of the libraries reported having no full-time staff assigned to collection development; only five indicated that no part-time staff are working in collection development. A decentralized staff, composed, in part or wholly, by librarians having responsibilities in collection development as well as other areas, e.g., reference, information services, library instruction, cataloging, or administration, is the most frequent pattern. As in 1987, there is no correlation between the percentage of total professional staff involved in collection development and the libraries' materials budgets. Over the last several years fewer full-time professional staff, on average, are involved in collection development. For this survey, the term bibliographer and selector denote a library staff member whose responsibilities include aspects of development or management, or both, of the library's information resources in particular subject fields. Subject specialist and collection developer are also synonymous terms.

Organization charts submitted by survey respondents show the relationship of collection development to other library functions. Typically, collection development is subdivided on a subject basis into groups of related disciplines or specialized areas. Most charts employ the traditional layout of organizational relationships. One chart portrays the library's relationship to its external faculty and information systems as a functional matrix. In this scheme collection management and development are identified in a

dual capacity, as an interface between the library's information systems and its external faculty, and as a function that interacts with the library's processing and preservation services. Additional organization charts showing the placement of collection development were published in SPEC Kit #170, *Organization Charts in ARL Libraries* (January, 1991).

An increasing reliance on part-time staff in collection development is but one trend evident during the last five to seven years. Evidence suggests other changes are also occurring. Although thirty-two libraries (38%) indicated that staffing for collection development has remained constant during recent years, several commented that change is imminent. Eighteen libraries (21%) now involve more part-time selectors and fewer full-time bibliographers than they did five to seven years ago compared to five libraries (6%) who now utilize more full-time and fewer part-time staff than heretofore. Thirty libraries (35%) indicated other changes had influenced staffing such as budget reductions, early retirements or resignations, selection carried out through external faculty or approval plans, multiple assignments for librarians, and organizational restructuring or downsizing.

Training for Collection Development

Sixty-five libraries (78%) provide training for collection development staff, but the extent varies considerably. Nine libraries (11%) provide no training. Of the libraries providing training, several noted that it is minimal or informal, often occurring within units on a one-on-one basis. More formally structured training is provided through orientation sessions conducted by staff at various levels.

Training is supported with outlines of the topics to be covered, printed manuals, individual instruction, mentoring, and learning on the job. Documentation for training often includes general information about and instructions for using components of automated library systems, some of which may be developed in-house. Other training materials include collection development policies and procedures for the acquisitions process, guidelines for collection evaluation, or goals for collection development work, either internal to the library or with external liaisons. The latter extends training to other individuals within the academic community whose partnership with the library is necessary to fulfill the library's collection development mission.

Collection Development Activities

Virtually every responding library identified a relationship between collection development activities and automated library systems and their records. Benefits derived from the use of electronic records include the reduction of duplicates in the ordering process, faster production of financial management records, rapid generation of unit-cost information for reporting purposes, improved analyses for collection development policy revisions, and data generation for supporting allocation models.

The three bibliographic utilities or automated library management systems most frequently consulted in collection development work are OCLC (83%), RLIN (53%), and NOTIS (47%). Aspects of collection development work supported by the use of electronic records, systems, or networks include: fund accounting (95%), communication with other library staff (94%), item verification (92%), communication with liaisons outside the library (88%), selection of materials (82%), order generation (81%), claiming (76%), collection evaluation (66%), and collection management (64%).

Impact of Electronic Information Resources

Fifty-seven libraries (70%) indicated that despite the increase in electronically distributed information, their organization of collection development has not changed. However, several responses suggest that change is expected or is just beginning. Even if there have been no organizational changes as a direct result of more prevalent electronic information resources, studies are underway to determine if change is necessary or advisable. Changes have been noted in both acquisitions units and decision-making processes.

Implicit in the responses from the 25 libraries (30%) which indicated that organizational changes have occurred as a result of the more widely distributed electronic products is the need to address the traditional collection development functions for these new formats.

Conclusion

Formal organization of collection development in ARL libraries has not changed dramatically in recent years, but the number of part-time professional staff involved in collection development has increased. Although libraries report both widespread use of electronic records in collection development work and evidence that new electronic information resources are now part of the materials for which collection development librarians are responsible, many libraries adhere generally to organizational models that have been employed during the last decade. Subtle organizational changes within these models are gradually beginning to emerge, and more are anticipated in the near future.

This Kit and Flyer were compiled by Gordon Rowley, Assistant Director for Collections, Iowa State University, and were prepared as part of the OMS Collaborative Research/Writing Program.

SYSTEMS AND PROCEDURES EXCHANGE CENTER

Organization of Collection Development

A SPEC Kit compiled by

Gordon Rowley
Iowa State University of Science and Technology

April 1995

Editor....Laura A. Rounds, OMS Program Officer for Information Services

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SYSTEMS AND PROCEDURES EXCHANGE CENTER

Kit 207

Organization of Collection Development

April 1995

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SURVEY RESULTS

ASSOCIATION OF RESEARCH LIBRARIES
OFFICE OF MANAGEMENT SERVICES

SPEC SURVEY - ORGANIZATION OF COLLECTION DEVELOPMENT

Contact Person:_____ Title:_____

Library/Institution:_____

Telephone:_____ Email Address:_____ Fax_____

1. a) What is the title of the highest administrative position for the collection development program?

   b) To whom does this position report?

2. How many bibliographers or selectors does the library have?

range 1-29 mean = 3 Full-time

range 1-125 mean =17 Part-time (Total FTE 6.2) mean range 0.33 - 20.0

range 0-80 mean 11% Approximate percentage of total library staff reflected by above

3. In the past five to seven years, has the library's staffing for collection development

Libraries:

32 38% remained constant

5 6% involved more full-time bibliographers and fewer part- time/adjunct selectors

18 21% involved more part-time/adjunct selectors and fewer full- time bibliographers

30 35% changed in other ways (explain)

4. Does the library provide training for new collection development staff?

Yes: 65 No: 9

5. Do collection development personnel use electronic records from integrated library systems, bibliographic utilities, or networks in their work?

Libraries:

1 1% No

82 99% Yes

If yes, records for which type of information

71 86% Fund accounting

80 96% Bibliographic citations

28 34% Reviews

30 36% Vendor addresses or business information

50 60% Vendor-created database (e.g., titles available on approval)

7 8% other (explain)

If yes, which bibliographic utility or automated library management system (check all that apply)?

69 83% OCLC

44 53% RLIN

39 47% NOTIS

39 47% Other (explain)

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6. Indicate aspects of collection development work that are supported by the use of electronic records, systems or networks.

Libraries:		
73	88%	communication with liaisons outside library
78	94%	communication with other library staff
68	82%	selection of materials
79	95%	fund accounting
67	81%	order generation
76	92%	item verification
63	76%	claiming
55	66%	collection evaluation
53	64%	collection management
4	5%	other (explain)

7. Has the increase in electronically distributed information led to changes in your organization of collection development?

Libraries:		
57	70%	No
25	30%	Yes (please explain)

Comments by libraries that indicated the increase in electronically distributed information has led to changes in their organization of collection development.

1. Electronically distributed information has provided more current, accurate, and accessible information to selectors. The ability to distribute information electronically has allowed us to involve more individuals in the various aspects of collection management and to accomplish more with fewer people.

2. Adoption of DRA integrated system will allow us to restructure, reduce, and reorganize our acquisitions and technical services units to exploit the efficiencies and economies of such a system.

3. Up-to-date online records of orders have eliminated much pre-order searching. Keying of orders has been decentralized.

4. [This library] formed a group called Information & Collections Access Council to monitor better and oversee traditional collection development activity with electronic information access, since the two areas now frequently overlap.

5. We have formed various support staff units in collection management to implement better standard electronic order transfers between collection managers and technical service. Essentially, electronic information has required increased use of defined and standard procedures.

6. Fewer staff; unfortunately more work. Also [changes in organization] dictated by budget cuts.

7. The most obvious changes are in the saving of time and the speed of access to information, overall. Most recently, [this library] added a new electronic component to collection development. Using our Library Gopher Group, consisting of four librarians (two from Information Services/Reference, one from Interlibrary Loan, and one from Serials) as a "clearing house" and implementation team, subject specialists have been trained to search for and recommend for the libraries' gopher resources found and evaluated on the Internet. In the first two-month phase, 53 items selected by 13 subject specialists will be added to the libraries' gopher. Note: The two-month period, May 20 to July 18, 1994, represents the time between the completion of training of subject specialists by the Library Gopher Group and the first report to the Collection Management Committee.

8. [This library] changed selectors' responsibilities to include responsibility for monitoring their individual materials budgets online. Have instituted a separate ordering/receiving unit in one branch library (music).

9. Over the past ten years there has been an evolution of the libraries' collection development system towards the reference librarian-bibliographer model. The increasing automation of library systems and services has made this coupling of responsibilities increasingly desirable since hands-on computer experience, and a modicum of real expertise, are now an essential part of the bibliographer's intellectual baggage. Selection decision, let alone retention, conservation, networking, etc., decision, must be made in full knowledge of the array of electronic resources available now or in the likely future. No librarian can perform liaison functions with faculty

adequately without being able to engage in discussions of the availability, pricing, friendliness, etc., of electronic media.

At [the library], as elsewhere, we are struggling to integrate knowledge of electronic resources with traditional library subject specialist expertise. We think that organization is changing to meet these needs by "evolution" rather than "reorganization."

As Coordinator of Collections...I am making special endeavors to encourage bibliographers who do not have reference duties to appreciate the importance of expanding their knowledge base, and trying to provide them with whatever support can be provided to this end. Some of the things that we have done hereabouts is to have our reference-based computer librarians set up collections' staff computers to make it as easy as possible for them to access the databases they need the most: local university opacs, bibliographic utilities such as UTLAS, OCLC, RLIN as well as Internet access. Extra copies of recent books on the Internet have been purchased and publicized. Special coaching of bibliographers who are not reference-based has been organized. We hope to have the collections manual mounted in a directory within our e-mail system. ....The next step is to think about how to integrate the reality of electronic media into our next model for collection development policies.

10. The traditional Pre-order Searching Section was merged into the Division of Processing Services when the NOTIS acquisitions system was implemented two and a half years ago. Orders are now generated in Processing Services.

    In order to coordinate the electronic features of Document Delivery with serials collection development, the library's Interlibrary Loan Department was merged into the Collections Division on January 1, 1994.

    The advantages of an online acquisitions system (NOTIS) have enables us to reassign 1.0 FTE to other duties. Further reassignments are expected over the long term.

    Our selection process is the faculty model. Librarians are responsible for collection development in the reference, government publications, map, and rare book areas only.

11. Most of the changes have occurred in areas other than collection management per se. For example, we've been able to begin to move staff from Acquisitions (Pre-Order Checking) and Derived Cataloguing into public service positions and give more support to collections evaluation work.

12. Separate funding for software and locally mounted databases.

13. [Electronic information is] partly the reason for our restructuring study. New technology and reduced budgets are forcing us to look at new models for organization.

14. An Electronic Resources Committee [was] formed. It is composed of collection development and public service staff. It reviews requests for CD-ROM and remote databases, develops selection criteria, etc.

15. [Electronically distributed information] led to faster, easier, and more effective communication

among selectors and their constituencies; more accurate and faster communication with acquisitions and serials, and better control over fund accounting and ordering processes. [It] has enabled collection development staff to take better control of their work and has supported increased accountability.

16. At this point [the library] has added Interlibrary Loan Services librarian to Collection Development Committee and has funded an expedited document delivery service from collection development funds. The expedited document delivery service is based on list of canceled serial titles and those covered in Current Contents that we do not own. Current Contents (all editions) is available on our OPAC with linked holdings.

    We plan to assign selection of Internet-available resources, electronic journals, etc., to a subcommittee of the CD Committee (effective this year). We plan to set up a library Gopher or World Wide Web sometime this next academic year.

17. The majority of our public services units have merged with the public services units from our computer center to form a joint department. (Selectors are all public service librarians.) The involvement with electronic information/systems grows exponentially.

18. Only change is the development of an Electronic Resources Committee to advise on electronic acquisitions.

19. [This library] recently added librarian from Systems Office (a library department) and the coordinator of our CD-ROM network to the group that selects electronic resources. That group, a standing subcommittee of the Collection Development Committee, has existed for several years; it was established because the CDC could not handle complexities of selecting expensive electronic databases along with selection of other major purchases.

20. Campus-wide committees involving all libraries in the federated university...system have been established to consider the acquisition of electronic publications and electronic access in general.

21. Less time needed for collection development, so have moved collection development librarians' hours into public services.

22. Bibliographers have much less time to spend on selection. One existing bibliographer's selection was partially transferred so [the person] could devote more time to coordination of all electronic sources and to user education.

23. Has changed only insofar as a networked world has changed our public services obligations so radically that we have had to streamline operation, freeing time for outreach and user education. Also...selection of electronic resources has required that collection development consult closely with technical staff.

24. Having mainstreamed stand-alone databases/CD-ROM acquisition a couple of years ago, we are now attempting to integrate decision-making for networked information into our collection development structure—at least those activities that relate to selection. Even the decision on what is to be mounted on the libraries' gopher can be construed as a collection development activity. No changes in our collection development organization have yet occurred in response to the increase in electronically distributed information, but they are contemplated.

Comments from libraries that indicated their organization of collection development <u>had not</u> changed because of the increase in electronically distributed information.

1. The current organization for collection development was driven by an organization-wide restructuring, not by increases in the use of electronic records.

2. Not yet, but it is happening.

3. Bibliographers now all report to a Public Services Head. There is no "collections division."

4. [No changes] in the organization, but it's probably more efficient.

5. Not really. Our new selectors do not report to collection development.

6. Not yet.

7. There have been changes in work process, but not in basic organization.

8. No, but it has increased efficiency and effectiveness.

9. Not yet, but anticipated soon.

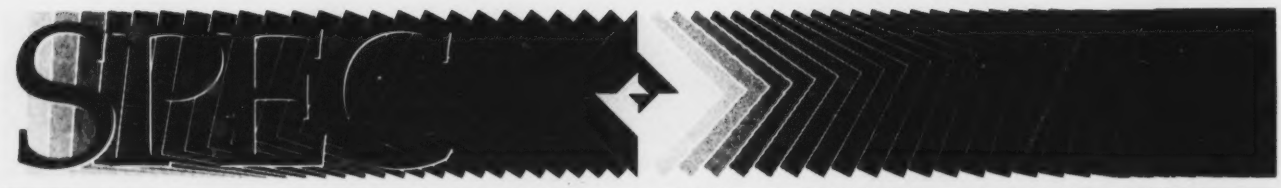
10. We are starting to study this process, and this answer will change in about a year.

11. It has led to changes in Acquisitions. We are hiring a staff member to handle all CD-ROM and electronic format orders as a separate unit of acquisitions to improve control over the detail included in these orders and their licensing arrangements.

    We are also bringing up an interface to the BNA electronic approval slips which will allow selectors to do a great deal more electronically than BNA believes is being done elsewhere.

12. However, selection decision-making patterns have changed. For electronic resources, selectors often now need to consult with colleagues in numerous departments.

13. The primary impact on collection development of the increased distribution of information electronically has been to offer more possibilities to use this information in more ways, increasing the workload in most cases but (we hope) significantly improving the results.



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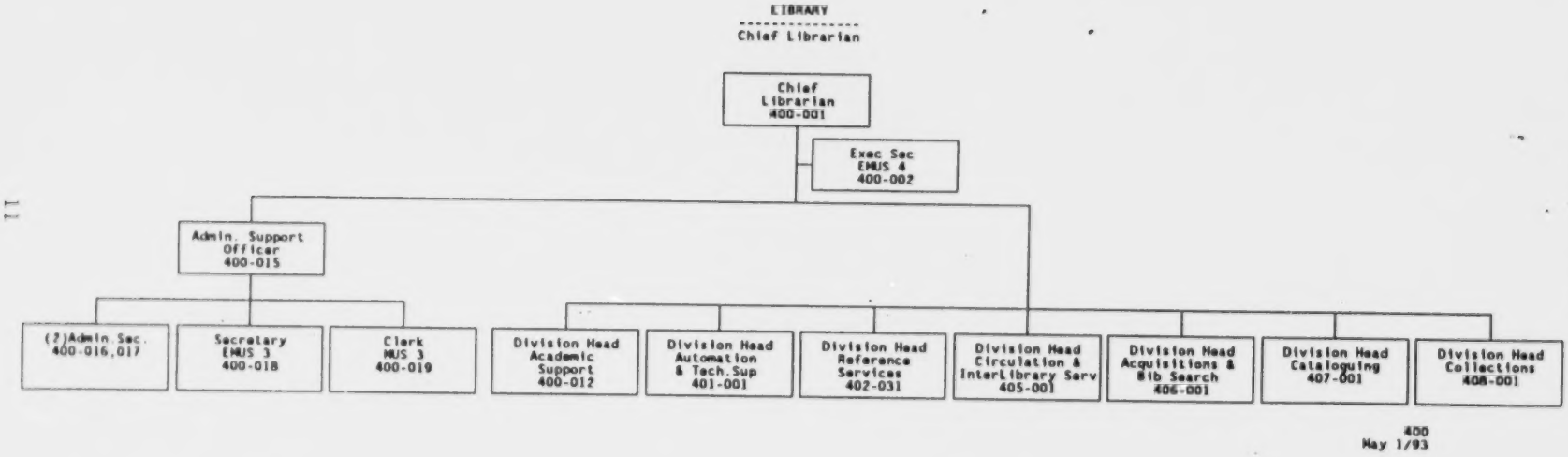
ORGANIZATION CHARTS



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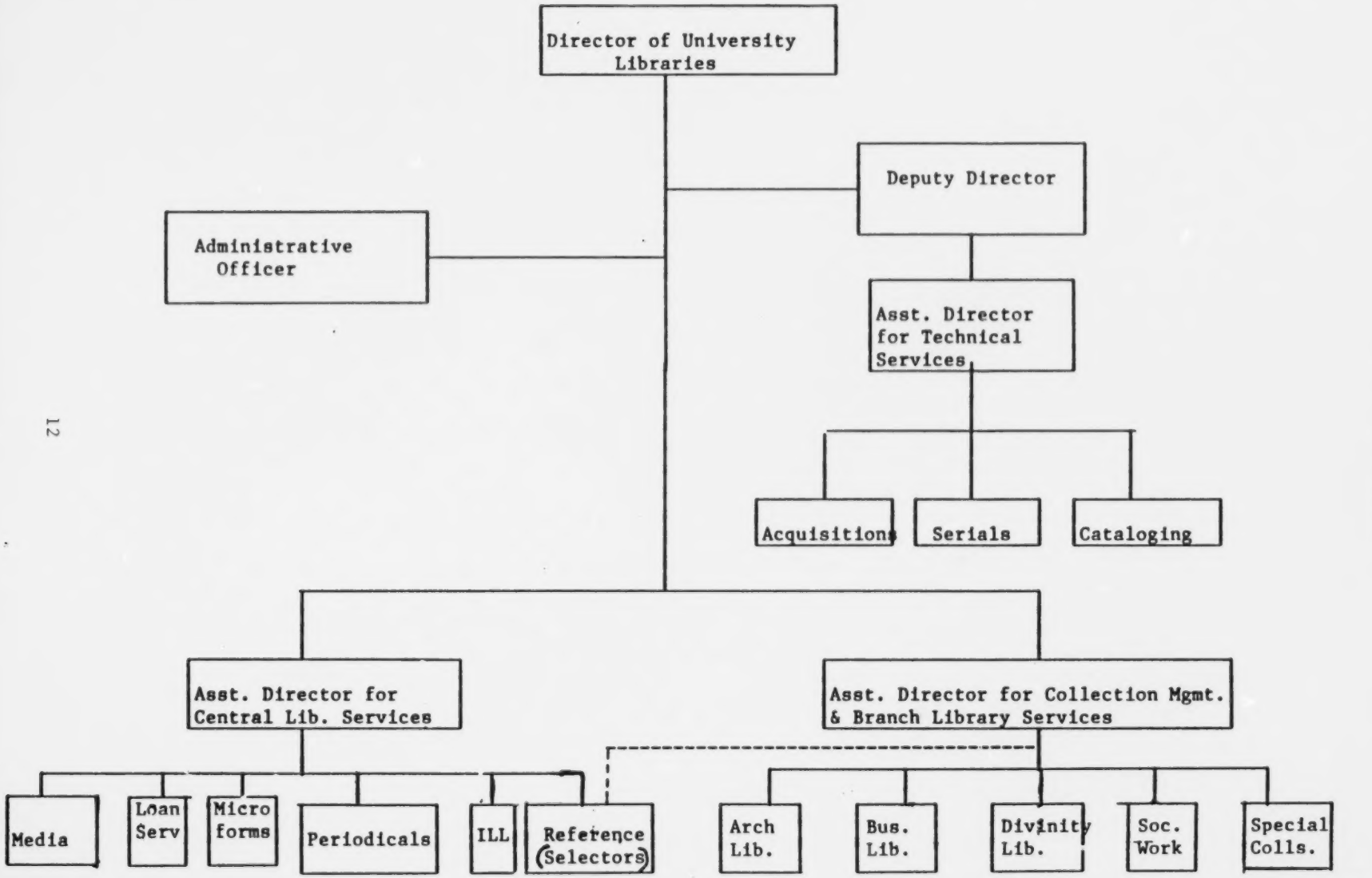

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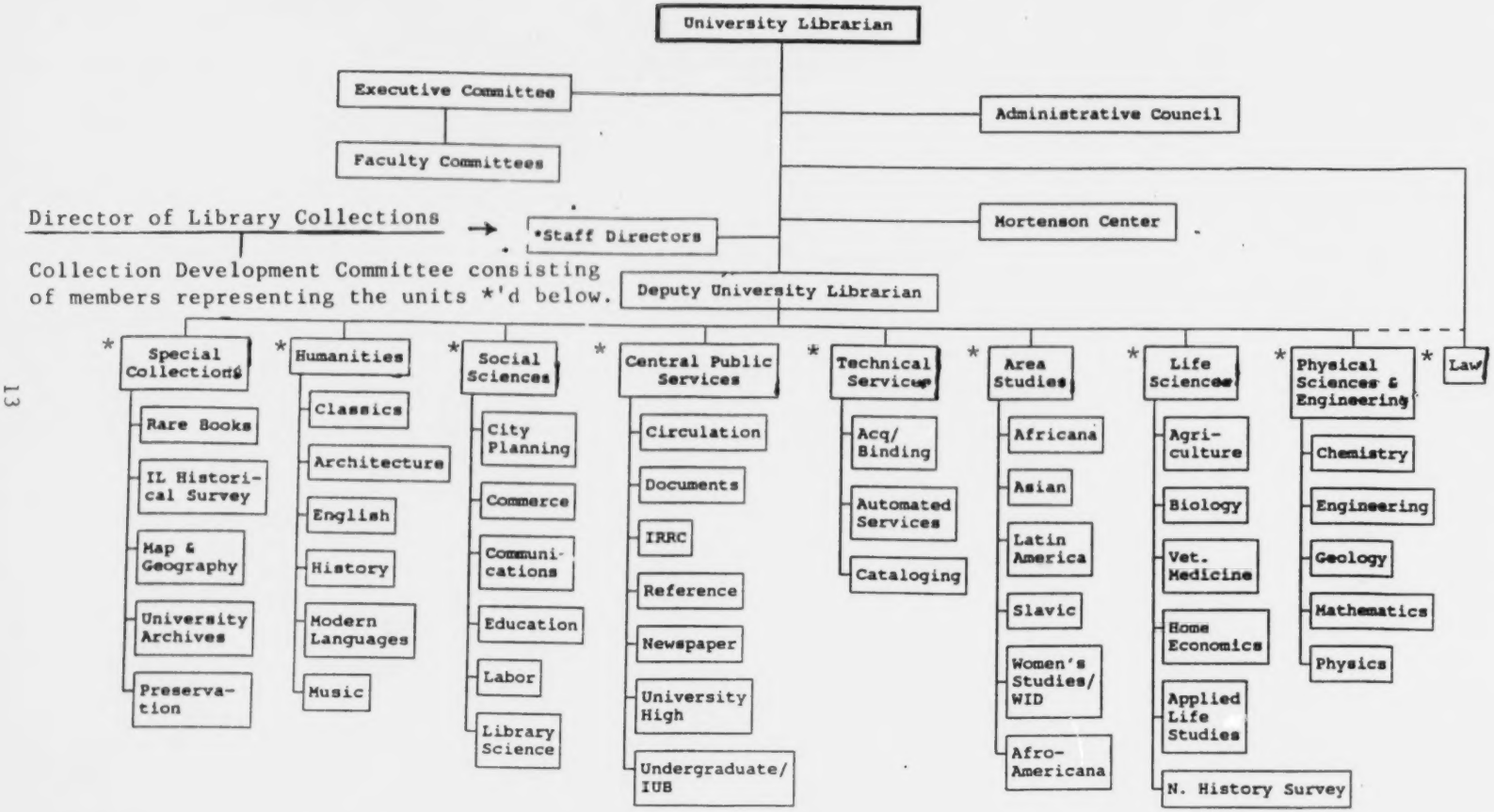

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January 1994

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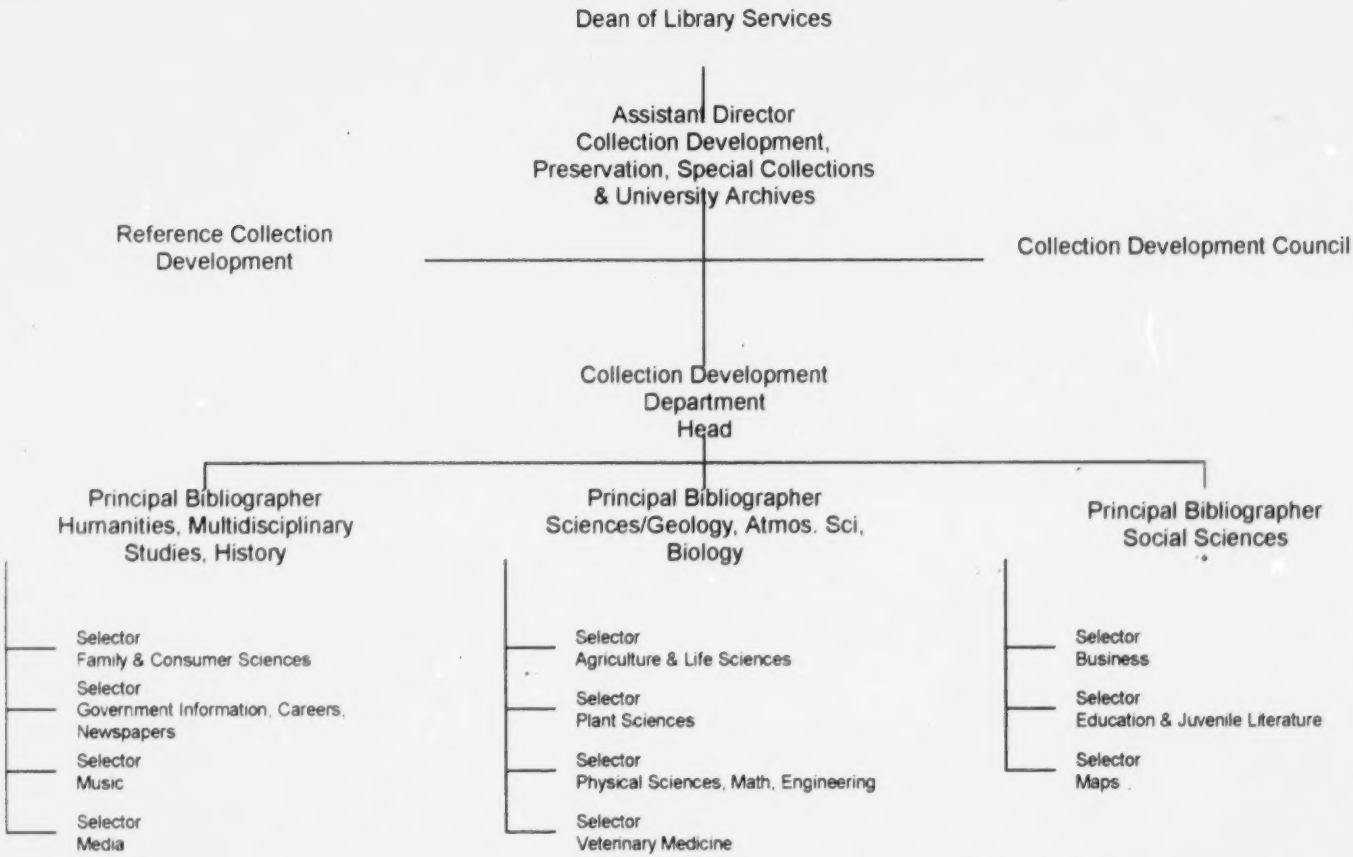

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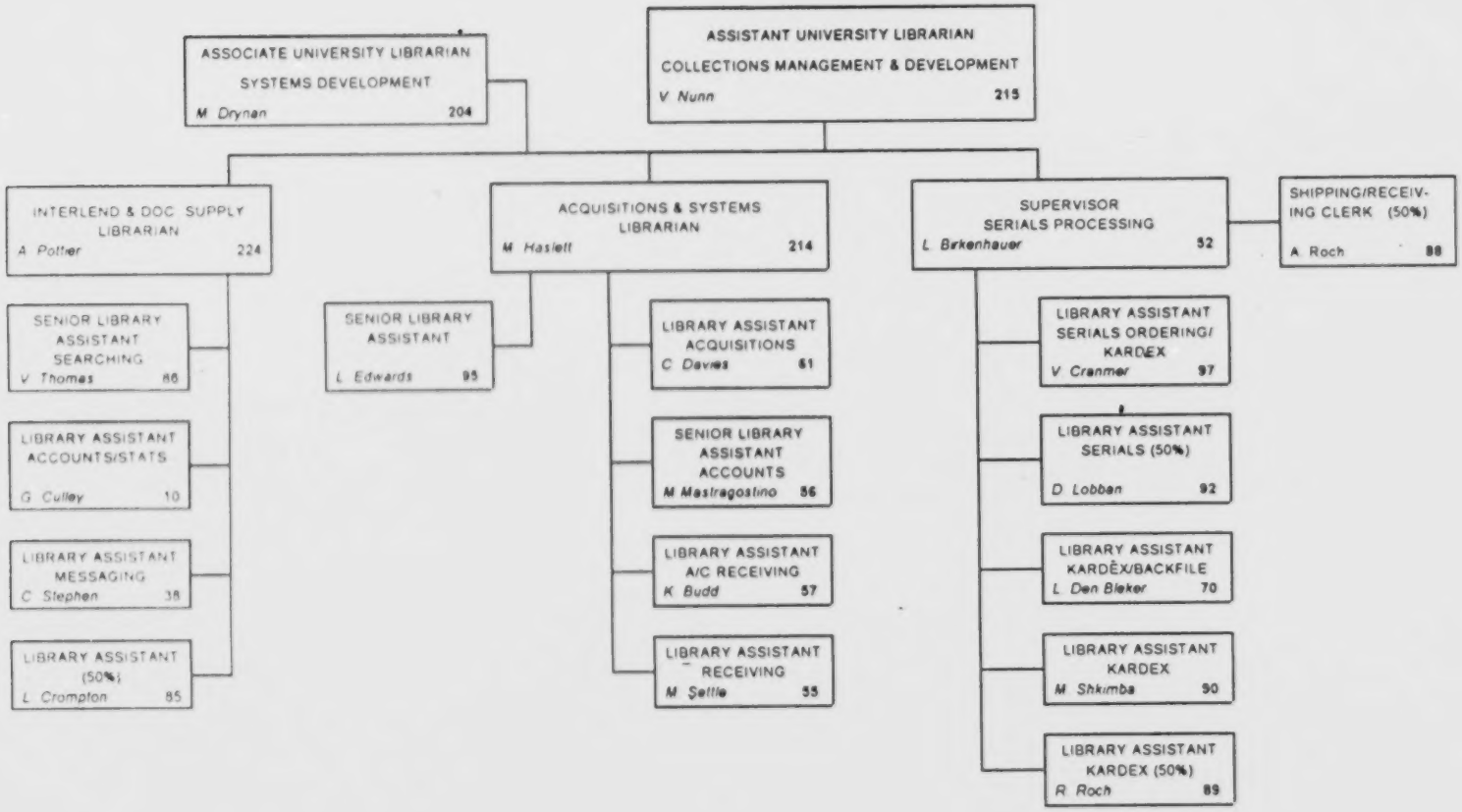

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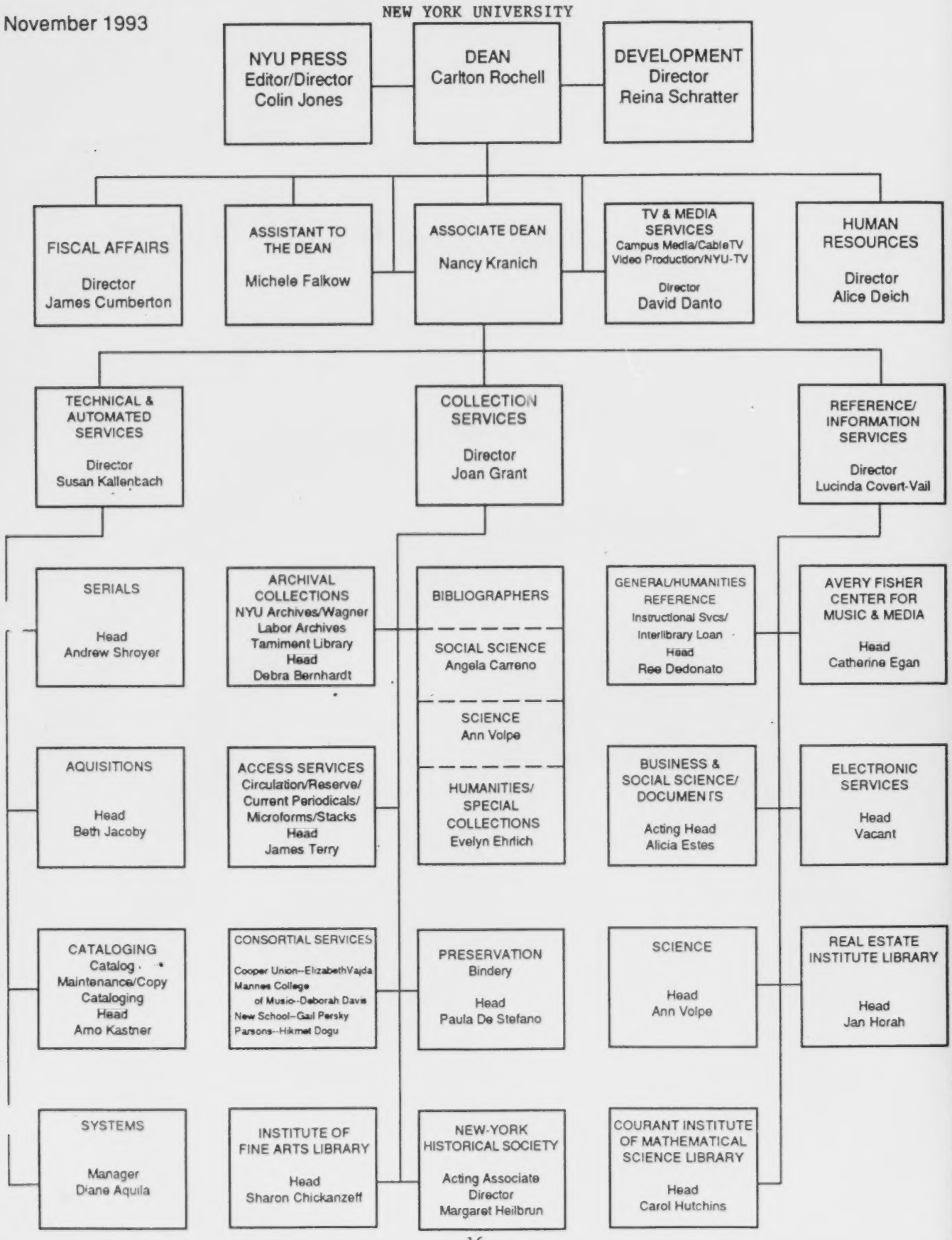
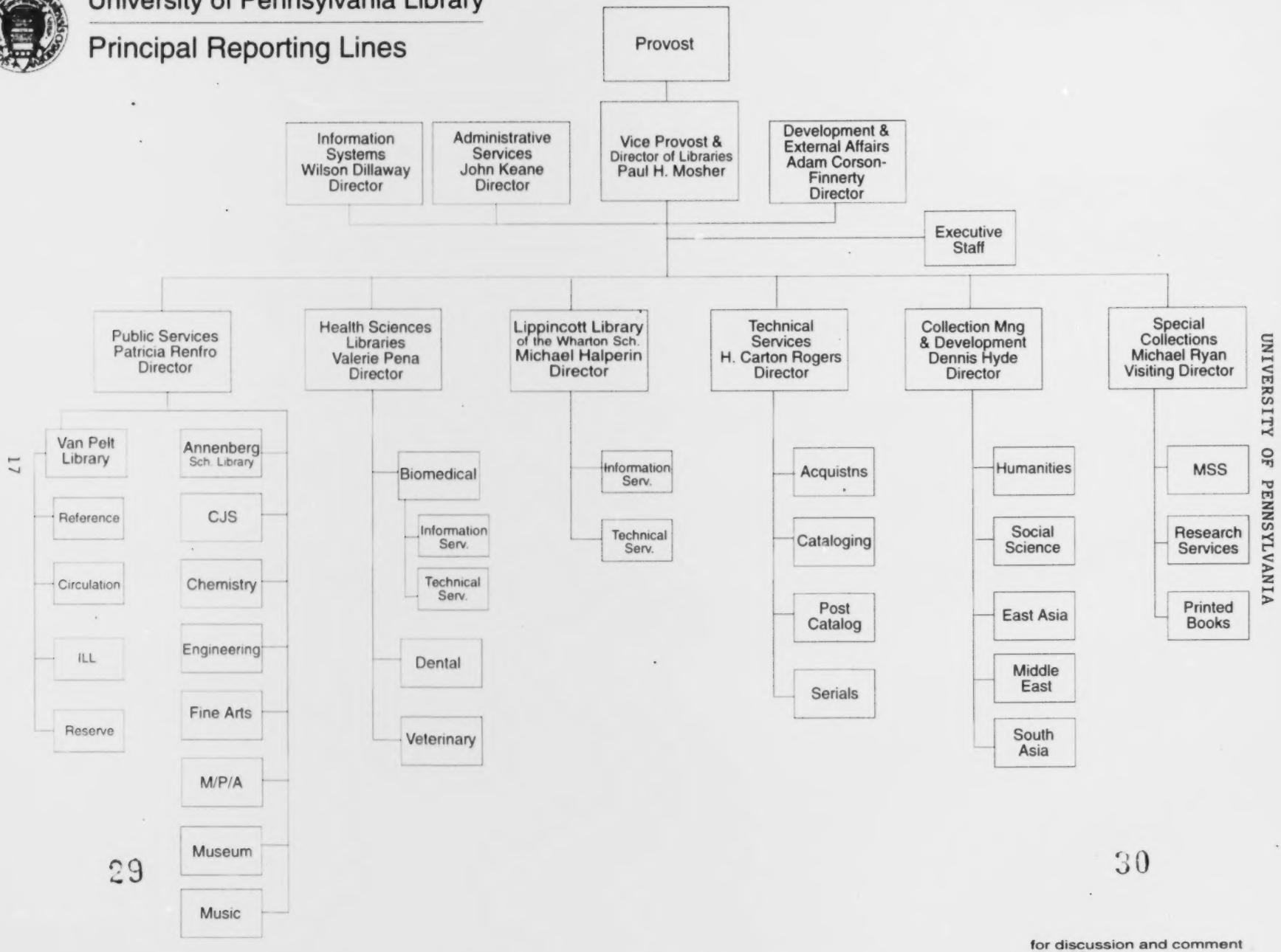


University of Pennsylvania Library

Principal Reporting Lines



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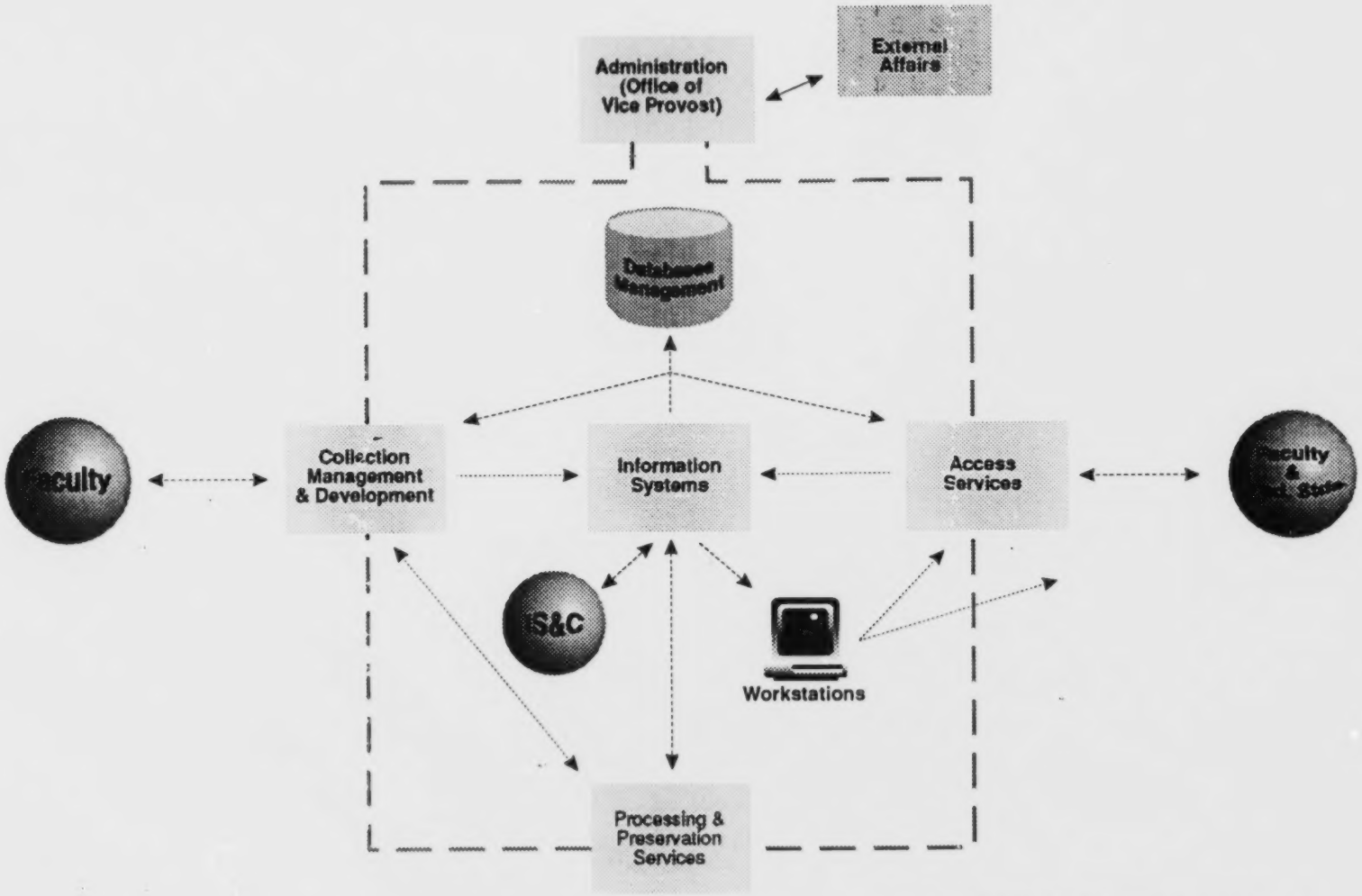
UNIVERSITY OF PENNSYLVANIA

for discussion and comment
1/14/93

University of Pennsylvania Library

Functional Matrix of the Organization



UNIVERSITY OF PENNSYLVANIA

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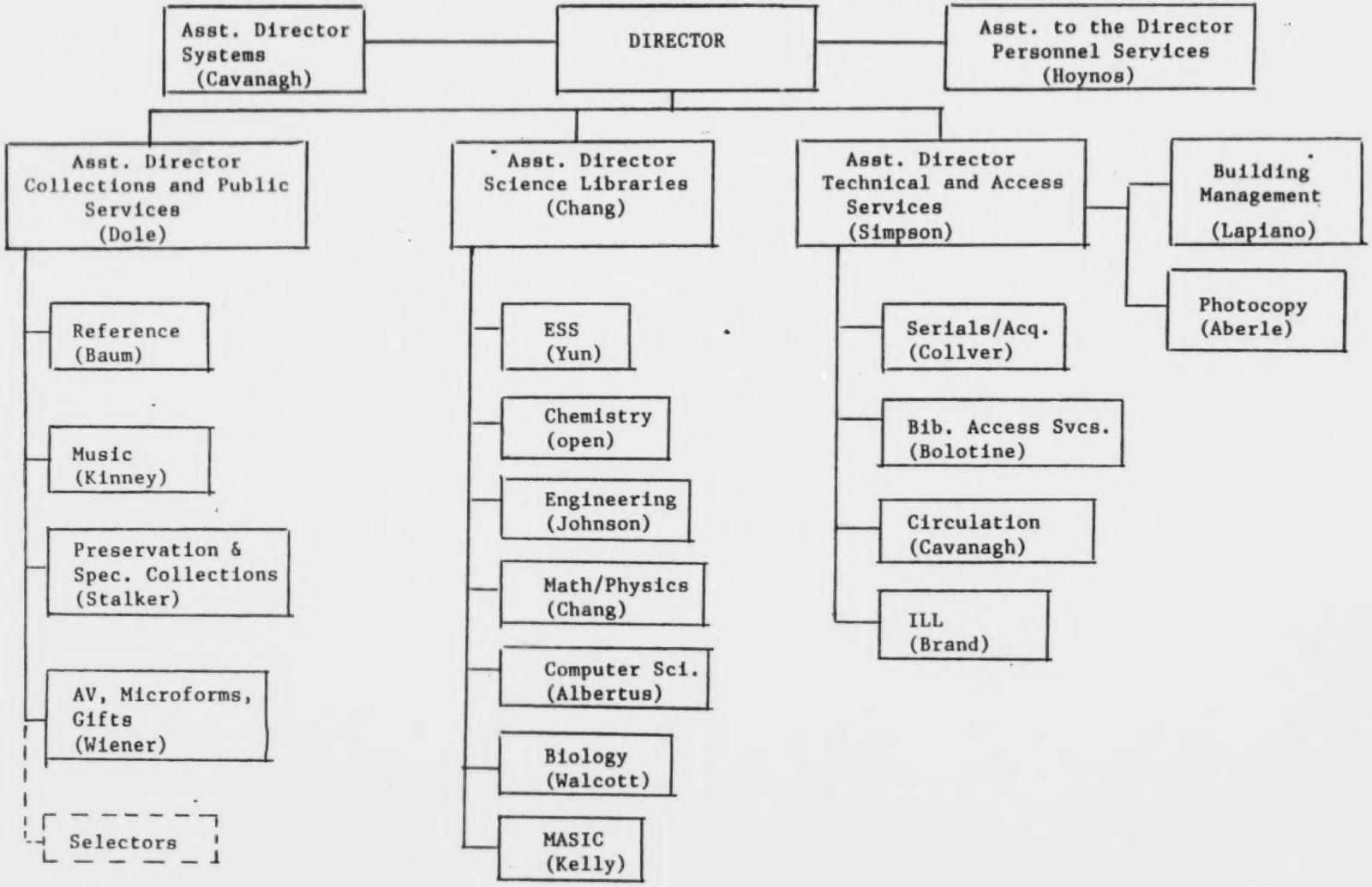
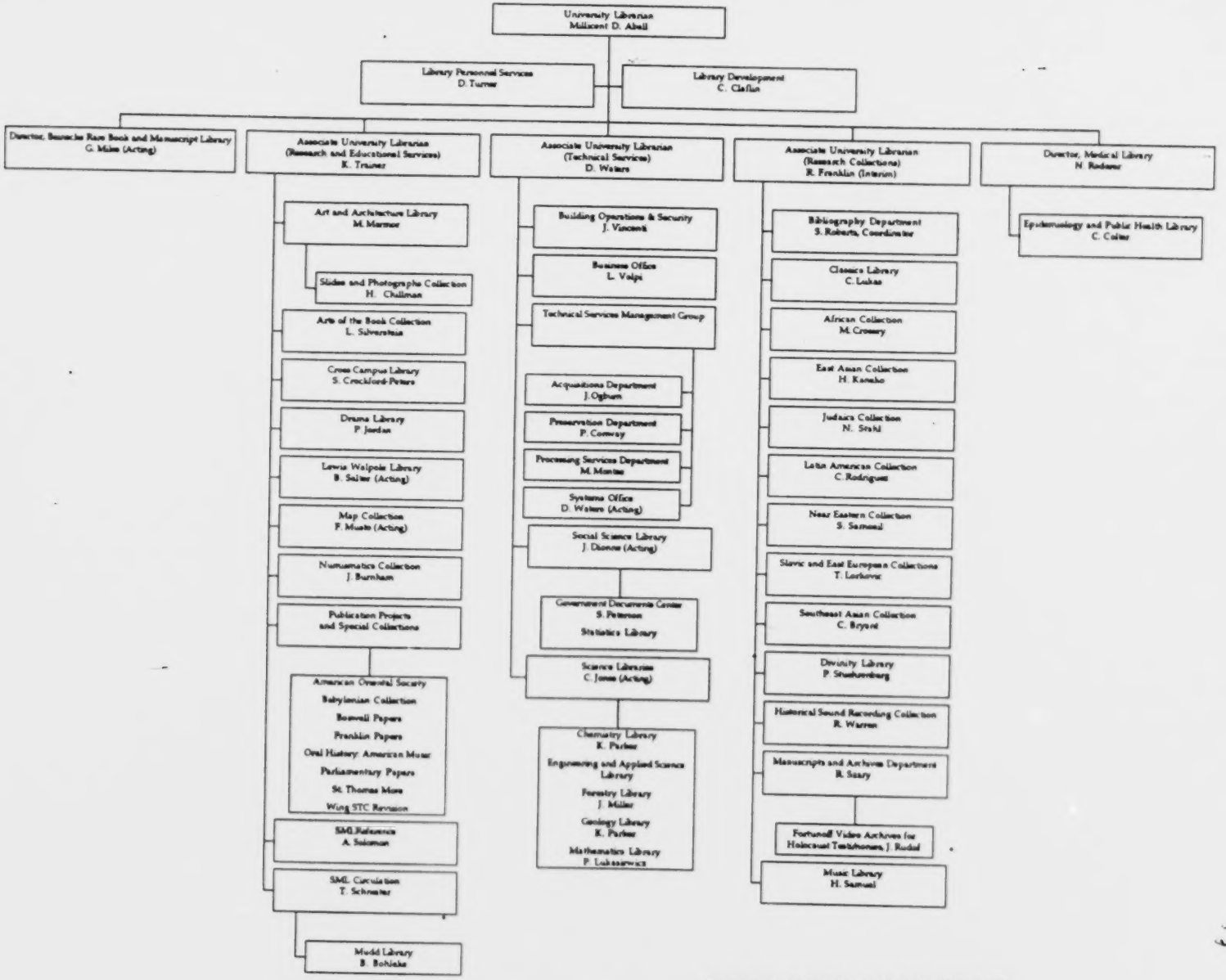
INTERIM REORGANIZATION
West Campus Libraries



Yale University Library Organization Chart



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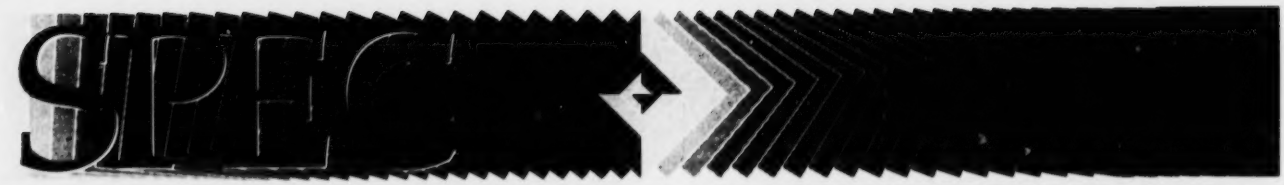
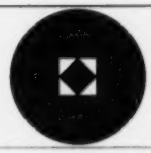


SYSTEMS AND PROCEDURES EXCHANGE CENTER

POSITION DESCRIPTIONS

ASSOCIATION OF RESEARCH LIBRARIES  OFFICE OF MANAGEMENT SERVICES

UNIVERSITY OF BRITISH COLUMBIA LIBRARY

POSITION DESCRIPTION

LIBRARIAN

REVISED: June 1993

DRAFT

ADMINISTRATION

POSITION NUMBER:

DIVISIONAL TITLE: Coordinator of Collections (50% time)

The position is part-time but will not be less than 50% time. The other duties are to be negotiated, but will probably be some of the successful applicant's current duties if this seems feasible.

SUMMARY OF RESPONSIBILITY

Manages and coordinates the Library's collections programs including: planning and preparing the budget submission for collections in consultation with the Financial & Budget Manager; recommending the allocation of funds to support the building of the Library's collections; coordinating the collection development programs of the Library as a whole; directing the formulation of collection policies for the Library and monitoring the degree to which the objectives are met.

QUALIFICATIONS

A graduate degree in Library Science from an accredited institution, in addition to an undergraduate degree in an appropriate discipline. Proven management skills and extensive library experience at a senior level including supervision of professional librarians and extensive experience in collections development. The ability to demonstrate leadership and innovation while functioning effectively as a member of a senior management team working within a collegial environment. Familiarity with developments in higher education and universities, and the issues facing academic research libraries, especially in North America.

RELATIONSHIPS

Works under the general direction of the University Librarian, and in cooperation with the Assistant University Librarians, managers, division/branch heads, and colleagues. The librarians who are collections fund managers are responsible to the Coordinator for their selection and fund management activities. Works closely with the Financial & Budget Manager.

DUTIES

Policy Development & Planning

1. In consultation with appropriate staff, formulates and recommends to the University Librarian policies for the development and management of the Library's collections.

2. Represents the Library's interests through active participation nationally, provincially and locally in groups relating to collections. Maintains informal contacts with counterparts in other academic libraries.

3. Ensures that close contacts between library staff and faculty are developed and maintained, and that there is appropriate faculty and student input in regard to collections matters.

Management

DRAFT

1. Responsible for coordinating all activities relating to the development of the collections, including print, electronic and other media. This is normally achieved through delegation to individuals, committees or task forces. Advises on any difficult personnel matters which involve collections responsibilities. Participates in the selection of professional staff.

2. Chairs the Library's Collections Management Council; prepares background material for consideration by the Council; proposes topics for discussion and follows up on assignments from the Council.

3. Works with the Financial & Budget Manager and others to ensure that correct procedures are followed in the use of materials which are subject to licenses or contracts. Works with heads, managers and Purchasing staff in negotiating contracts and licenses to fit the Library's particular needs.

4. Coordinates grant applications appropriate to the collections area, e.g. the SSHRC Specialized Research Collections grants.

5. Advises Branch and Division Heads on gifts and exchange policies.

Budget

1. Following consultation with librarians responsible for specific collection development programs and with the Financial & Budget Manager and the University Librarian, plans and prepares the Library's budget submission for collections.

2. In consultation with the Financial & Budget Manager, the University Librarian and the Collections Management Council, proposes a detailed budget for the allocation of collections funds between the various library units and fund managers. If requested by the University Librarian, should be prepared to present the proposed budget to the Senate Library Committee for their approval.

3. Manages the funds assigned by the University for acquisition of materials in cooperation with the Financial & Budget Manager. Monitors expenditures during the year and discusses potential over/under expenditures with fund managers. Approves large expenditures and items charged to special funds.

General Library Administration

1. Serves as a member of the Library Planning and Management Council.

2. May be asked to substitute for other library administrators during their absences and may need to make urgent decisions on their behalf, in consultation with appropriate staff members.

Other duties

1. Other duties outside the collections area will be assigned to fill the balance of the full-time position. These will be negotiated with the incumbent and will be the subject of a separate job description.

STANDARDS OF PERFORMANCE

Successful management of the Library's collection development functions within the budgets assigned.

Howard University

POSITION DESCRIPTION

I. Identification of the Position

A.	Assistant Director for Collection Management and Branch Library Services	HA-13	2-31150	1310-001	
	Position Title	Grade	FRS No.	Pos. No.	EO Code

B. University Libraries — Undergraduate Library
Budgetary Entity — College, School or Admin. Dept./Office

Vice President for Academic Affairs
Executive level Division

C. Director
Position Title of Immediate Supervisor

II. Nature of the Position

A. Different Work Processes Related to Assigned Duties:

Under the administrative direction of the Director of University Libraries, the incumbent is responsible for managing the development of the collections in the libraries' system, and for managing the branch libraries: Architecture, Business, Divinity, and Social Work. The Assistant Director for Collection Management and Branch Library Services is responsible for maintaining the central library services in the absence of the designated Assistant Director. The Assistant Director, CM/BLS may be asked to represent the Director in designated areas of responsibility, and assists in interpreting library policies and collections to faculty, students and administration.

B. Type of Supervision Received: Administrative Direction

C. Guideline Documents Provided: Non faculty Handbook; Library policies and procedures; University documents and policies pertaining to human resources management, administration, operations and maintenance; Academic curricula and policies; Bibliographic and Collection Management Resources.

D. Supervisory Responsibilities:

Supervisor, Business Library	HA 12
Supervisor, Divinity Library	HA 12
Supervisor, Social Work Library	HA 12
Supervisor, Architecture Library	HA 11
Special Collections Librarian	HA 11

Indirect supervision of librarians and support staff reporting to the Branch Libraries and Special Collections. Coordination of the collection

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development activities of all librarians who function as part-time bibliographers.

III. Major Duties of the Position

1. Oversees the development and maintenance of general and specialized library collections, including the Core Collection, the Channing Pollock Theatre Collection and the Treasure Room. Develops systematic policies and procedures and provides training to designated staff.

2. Coordinates materials selection and assesses the adequacy of the collection for current instruction and research. Proposes library materials budget allocations and monitors expenditures.

3. Manages and supervises the Branch Library Services Division of the University Libraries, comprised of the Architecture, Business, Divinity and Social Work Libraries. Provides leadership for developing, implementing, evaluating and maintaining information services in the Branch libraries.

4. Assumes responsibility for Central Library services in the absence of the designated Assistant Director, and works cooperatively with the incumbent for coordinated and quality public services throughout the University Libraries.

5. Maintains harmonious working relationships with Associate and/or Assistant Directors, and members of the University Community, and other libraries or related institutions.

6. Performs personnel duties, including directing, recruiting, orienting, and evaluating staff; communicates regularly with staff; plans and monitors personnel expenditures for wages and special projects in areas of responsibility.

7. Works with formulating and implementing overall University Libraries policies and procedures; interprets management information to departments and units; and may be asked to represent the Director in matters which fall within designated areas of responsibility.

8. Implements appropriate technology in library service units supervised, and formulates plans for the training of staff and library users; works cooperatively with the Deputy Director and computer related project staff in the libraries and computer center as designated.

9. Interprets the branch library programs and collections of the University Libraries to faculty and University Administration in concert with the Director and other designated staff; Maintains awareness of developments in the curricula and research activities and keeps the Director informed.

10. Participates actively in professional and scholarly activities, including attending conferences, reading and/or contributing to the literature, preparing grant applications and liaison work with experts in the field, keeping the Director informed about significant developments and trends affecting library or information operations.

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IV. Qualifications Requirements

A. Academic Requirements: Masters' degree in library service from an ALA accredited school, and an additional graduate degree preferred.

B. Experience Requirements:

1. A minimum of five (5) years of progressively responsible senior administrative experience including successful supervision in a large academic or research library environment.

2. Thorough understanding of collection development principles and successful experience as a bibliographer, including the coordination or supervision of relevant activities.

3. Thorough working knowledge of automated library systems is desirable, including familiarity with an integrated library system, and the use of computer technology in public service applications.

4. Ability to engage in effective verbal and written communications; excellent English language skills.

5. Ability to maintain harmonious working relationships with library staff at all levels, university officials, faculty, library clientele, and professional colleagues in other institutions/ organizations.

6. Demonstrated sound judgement, the ability to maintain public service operations, and to represent the Director in areas of responsibility upon designation.

7. An understanding of academic issues, principles of higher education, and instruction in library and research methodologies.

8. A sound background in a humanities, social sciences or sciences subject area, with the ability to develop and manage academic collections, in a variety media formats.

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LIBRARY
THE UNIVERSITY OF TENNESSEE
KNOXVILLE 37916

ANNOUNCEMENT OF PROFESSIONAL VACANCY

September 30, 1988

POSITION: Associate Director [now Dean] for Collection Development and Management

APPOINTMENT RANK: Associate Professor

SALARY: $50,000 minimum

AVAILABLE: April 1989

RESPONSIBILITIES: Responsible for development and management of the library's collections in support of the University's teaching and research activities. Formulates and implements collection development policies and procedures. Allocates and controls budget in excess of $2.5 million for scholarly information resources in support of university programs. Responsible for policy formulation for providing access to scholarly resources, including print, non-print, and electronic formats. Coordinates selection process with academic faculty. Assesses collection strengths and weaknesses and develops plans to correct inadequacies; prepares statistical reports and budget analyses. Actively participates in planning innovative cooperative programs for coordination and sharing of scholarly resources on a local, regional, and national scale; represents the UTK Library in regional and national networks. Coordinates work throughout the library on matters relating to the collections. Reporting directly to the Dean, the Associate Director is a member of the Library Executive Committee. The successful candidate will have an understanding of and demonstrated commitment to equal employment opportunity and affirmative action.

QUALIFICATIONS: **Required:** Substantial collection development or related experience, preferably for a minimum of 5 years in a major research library; excellent writing, speaking, and interpersonal skills; knowledge of national and international trends and issues in research libraries; knowledge of the book, publishing, and online information trades; demonstrated analytical skills, creativity, and innovation; demonstrated ability to work effectively with faculty and staff and to coordinate activities in a number of areas simultaneously; demonstrated managerial skills and leadership abilities. The successful candidate must have knowledge and understanding of the information needs of students and faculty in a research university and of the role of the library in meeting those needs.

QUALIFICATIONS: **Preferred:** ALA-accredited MLS degree; additional graduate degree(s); foreign language competency; fund-raising experience. Library faculty must meet university requirements for promotion and tenure.

BENEFITS: Librarians at The University of Tennessee, Knoxville have faculty rank and status and are appointed for twelve months. This is a tenure track appointment. Annual leave is accrued at the rate of two days per month and sick leave at the rate of one day per month. Faculty have their choice of a state retirement plan or TIAA/CREF. Non-refundable contributions to either retirement plan are paid for the employee by the university. Group health and life insurance plans are available. Tuition remission is available to university employees; partial undergraduate tuition remission is available to dependent children and spouses of UT employees. There is no state income tax.

BACKGROUND DESCRIPTION: The University of Tennessee is a multi-campus system of higher education and the state's official university and federal land-grant institution. UT, Knoxville is the major comprehensive university in the four campus system. More than 19,500 undergraduates and 5,250 graduate students are enrolled in 15 colleges and schools and 51 PhD programs.

The UTK Library, with an annual budget in excess of $6.2 million, holds 1.5 million volumes and receives over 18,000 current serials. The library system includes the Central Library and two branches, Music and Agriculture/Veterinary Medicine. The new Central Library facility opened in September, 1987. A major Library Development Campaign is now underway. Over three hundred persons, including 47 librarians, 8 exempt, 136 non-exempt staff, and approximately 150 students are employed. The library is a member of SOLINET, the Association of Research Libraries, and the Center for Research Libraries.

In the process of implementing an integrated on-line library system using GEAC, the library began using the circulation module in 1983. The on-line catalog became operational in the fall of 1986 and the acquisitions module was implemented in 1988.

Knoxville is the headquarters for the Tennessee Valley Authority and is only 20 miles from a branch of the U.S. Department of Energy at Oak Ridge. Located a short distance from the Great Smoky Mountains National Park and surrounded by five of the "Great Lakes of the South," Knoxville is a popular vacation area.

Yale University

Library Personnel Office
P.O. Box 1603A Yale Station
New Haven, Connecticut 06520-7429

Campus address:
116 Sterling Memorial Library
120 High Street
Telephone:
203 432-4242
203 436-1048
203 436-3187

ASSISTANT/ASSOCIATE UNIVERSITY LIBRARIAN FOR COLLECTION DEVELOPMENT

THE UNIVERSITY AND THE LIBRARY

Yale University is one of the foremost universities of the world, preeminent in scholarship and research in the various fields of the humanities, the sciences, the social sciences, and in the professional schools. Twelve schools or colleges offer courses of study: Yale College, Graduate School, School of Medicine, Divinity School, Law School, School of Art, School of Architecture, School of Music, School of Forestry and Environmental Sciences, School of Nursing, School of Drama, and School of Organization and Management. There are approximately 5,100 undergraduates and 5,000 graduate students at Yale. The faculty numbers over 2,000, and there are approximately 5,600 non-faculty staff. The University Library has 8.3 million volumes housed in the Sterling Memorial Library building, 16 school and department libraries and numerous distinguished special collections. The Library system employs 138 librarians, 45 other managerial staff, 361 library assistants and approximately 95 FTE student assistants.

RESPONSIBILITIES

1. Has primary responsibility for planning and carrying out the effective development of the Yale Library collection and for developing collection objectives, policies and procedures in the Yale Library system:
   a. Coordinates with curators, school/department librarians, department heads and heads of special collections the attainment of library system-wide objectives, including collection analysis and collection development policies and procedures;
   b. Coordinates the system-wide identification and resolution of other collection development and management issues, such as: preservation, duplication, location, storage, congruence of collections to programs, and consortial relations;
   c. Identifies weakness and strengths of the collection;
   d. Develops methods for improving the collection;
   e. Develops and coordinates an effective system of communication with faculty aimed at identifying needs of the collection;
   f. Seeks out special opportunities to enhance the library collection;
   g. Sets priorities for the use of book funds;
   h. Monitors the system-wide expenditure of book funds and consults with the appropriate curator, school/department librarian, department head or administrative officer on resolution of expenditure problems;
   i. Collects, analyzes and reports system-wide collection management and development data.
2. Advises the University Librarian and Deputy University Librarian on system-wide collection management and development issues and on related budgetary matters.
3. Directs the work of the Bibliography Department; this responsibility includes leadership and supervision of a staff of four bibliographers, one supervisor and seven support staff.

over . .

4. Serves as Yale Library's principal resource person and spokesperson on collection development.
5. Represents Yale Library in regional and national collection development forums.
6. Selects research resources in one or more academic fields in the social sciences or humanities.

QUALIFICATIONS

Collection development experience, preferably at least five years, in a major research library, including primary responsibility for selection and collection development of research resources in one or more fields in the humanities or social sciences. The ability to formulate and express ideas clearly in both written and spoken form. A thorough understanding of bibliographic sources and processes, including knowledge of the book trade. Ability to work effectively with faculty, graduate students, and library and university staff at all levels. Ability to identify opportunities to enrich the quality of the Yale Library collection. Capacity to manage effectively a major library department, including the ability to organize, prepare and implement long-range plans. Evidence of a thorough understanding of collection development issues in an academic setting. Advanced graduate work in a field of the humanities or social scienes, Master's degree from an ALA-accredited library school, and reading knowledge of two foreign languages preferred.

SALARY AND BENEFITS:

Salary and rank will be dependent upon qualifications. Full benefits package including 22 days vacation, 12 holidays or recess days, comprehensive health care, and TIAA-CREF or Yale retirement program.

To be assured of consideration, please submit a letter of application, resume and the names of three references, by November 15, 1985, to Maureen Sullivan, Head, Library Personnel, 1603A Yale Station, New Haven, CT 06520. Yale is an equal opportunity affirmative action employer.

GENERAL LIBRARIES
EMORY UNIVERSITY, ATLANTA, GA

POSITION DESCRIPTION

TITLE: CHIEF COLLECTION MANAGEMENT COORDINATOR

DEPARTMENT/
DIVISION: COLLECTIONS AND TECHNICAL SERVICES

RESPONSIBLE TO: DIRECTOR OF COLLECTIONS AND TECHNICAL SERVICES

GENERAL FUNCTION

On a rotating basis, each full-time Collection Management Coordinator will assume responsibility for general administration of the Collection Management Department, including monitoring the materials budget and facilitating communication with faculty and selectors. Appointment will be for one year, but will be renewable for an additional year. The Chief Coordinator will be responsible to the Director, Collections and Technical Services. Specific duties will include:

SPECIFIC DUTIES

Maintain effective communication and coordination of collection development and management activities among selectors, faculty, and Collection Management.

Assist the Director of Collections and Technical Services with preparing the materials budget allocation for the year and with preparing budget projections as needed; monitor the budget during the year and meet with the director and the head of Acquisitions on a regular basis to review the budget; inform other Coordinators and selectors of budget deadlines.

Serve as overall coordinator of the approval plans.

Approve all routine orders outside the subject responsibility of individual coordinators.

Supervise the Collection Management Library Associate, and monitor student hours in Collection Management.

Serve as liaison with selectors on general matters not related to any one subject, including training; schedule and prepare agendas for selectors meetings.

Schedule and maintain records of special allocations and serials meetings.

Assume responsibility for review and revision of collection development policy statements and collection management procedures as needed.

Serve as Collection Management representative at regular meetings of department heads; share information with the Collection Management Department.

Perform other duties as delegated by the Director of Collections and Technical Services.

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University of Nebraska-Lincoln
University Libraries

POSITION DESCRIPTION

December 1993

Unless there are permanent changes in the Major Responsibilities and/or Duties, this Position Description will remain in effect for a year commencing on the above date.

Name Agnes Adams — Rank/Title Associate Professor
Collection Management Coordinator
Division Public Services — Supervisor Joan Giesecke

Major Responsibilities:

Responsible for coordinating and monitoring the library collection development activities. Participates in long-range planning for collection development, and serves as a resource for the library administration and staff on collection development issues. Interprets the library's collection development objectives to the library and university community.

Duties:

Planning

Initiates and participates in establishing plans, policies, and priorities for collection development.

Gathers information for collection development planning by keeping abreast of developments and trends in collection development, collection assessment techniques, and cooperative resource sharing activities while assessing possible applications.

Monitors trends in the university and assesses their impact for collection development. Ensures that information on university trends is shared with appropriate library administrators and departments.

Directing

Chairs the Collection Development Committee.

Represents the libraries in cooperative collection development and resource sharing endeavors.

Interprets the library's collection development program to the university community as appropriate.

Coordinating

Communicates with the library administration and departments, groups, and agencies about collection development issues to ensure accomplishment of collection development goals and objectives.

Coordinates collection assessment and analysis studies. Serves as a clearinghouse for information on collection assessment techniques and studies. Serves as a resource person for assessment studies and accreditation reports.

Participates in automation planning as it concerns collection development issues.

Participates in the collection development training of liaison librarians.

Serves on the Technical Services Committee and Public Services Committee, and other administrative committees.

Control

Evaluates the results of projects and activities.

Takes corrective action as needed to ensure that objectives are met.

Reports status and performance to the Associate Dean for Collections and Services and other library administrators.

Budgeting

Participates in the planning of the materials budget.

Participates in the recommendations for the division of foundation funds.

Northwestern
University Library
Evanston,
Illinois 60208-2300

All department heads with collections are responsible for building those collections

PROFESSIONAL LIBRARIAN VACANCY

POSITION: Head, Transportation Library (search reopened)

DEPARTMENT: Transportation Library

DIVISION: Collection Management

REPORTS TO: Assistant University Librarian for Collection Management

SUMMARY:

The Head of the Transportation Library plans and directs both daily operations and long range development of the collections, services and staff; administers all aspects of the Library, including public services, technical services, collection management and fee-based document delivery service. Staff consists of 5 FTE librarians and 2.7 support personnel.

RESPONSIBILITIES:

1. Directs public service, technical service and indexing/analytics operations, setting policies, procedures and goals. Manages departmental budgets. Serves as a catalyst for program innovation.

2. Works effectively in team environment, leading staff and promoting their professional development.

3. Actively participates in the programs and operations of the Transportation Library such as reference service, outreach, bibliographic instruction, acquisitions, cataloging or indexing operations.

4. Coordinates the development and management of the Transportation Library collections, including selection of materials, and oversees the materials acquisitions process.

5. Works closely with faculty and staff of the Transportation Center and the Traffic Institute on matters relating to research, teaching and services.

6. Develops proposals for external funding and participates in development activities. Manages externally funded projects.

7. Demonstrates strong advocacy role in representing the Transportation Library in planning and administrative activities of the University Library, and serves as a member of the Library Management Council, a policy-making forum for department heads and senior management.

8. Takes a dynamic leadership role in local and national transportation library communities, including the Transportation Division of the Special Libraries Association and the Transportation Research Board, National Research Council.

SALARY: $40,000 minimum, depending upon qualifications.

QUALIFICATIONS:

REQUIRED: Masters in library science from an accredited program; minimum of 3 years professional administrative/supervisory experience in an academic or special library; excellent communication skills and proven ability to work effectively and flexibly with staff, colleagues, and library users; demonstrated commitment to a high level of service, innovation in operations and creativity in developing new program initiatives. [removing "maintainence of the collection's high profile as a national collection of distinction]. DESIRED: 1. Transportation or related subject expertise (urban studies, business, civil engineering, communications industry); 2. Experience with automated systems.

LIBRARY DESCRIPTION:

The Transportation Library is a special library in an academic setting and serves as an international resource for the study of transportation. It contains one of the largest transportation collections in the nation, emphasizing management, operations, finance, planning, regulation, and safety for all transportation modes including air, rail, water, highway and pipeline. Other significant areas of the collection include a major law enforcement collection and substantial holdings of environmental impact statements. The library collection includes more than 210,000 volumes; 1,900 current serial subscriptions; 107,000 microforms; and an online indexing file consisting of more than 150,000 citations.

The library supports the programs of the Transportation Center and the Traffic Institute, research and teaching centers which have strong ties with management and civil engineering programs of the University. In addition, it also serves the wider consituency of other University programs and a broader public as one of the major transportation libraries in the world. It is a depository for U.S. Department of Transportation sponsored research. The library also contributes indexing records to the TLIB files of the TRIS (Transportation Research Information Service) database on Dialog.

THE UNIVERSITY OF TENNESSEE
KNOXVILLE

University Libraries
Human Resources
Knoxville, Tennessee, U.S.A. 37996-1000
(615) 974-4424
FAX (615) 974-4696

ANNOUNCEMENT OF PROFESSIONAL VACANCY

October 12, 1992

POSITION: Head, Collection Management Support, SEARCH EXTENDED

APPOINTMENT RANK: Assistant or Associate Professor

SALARY: $30,000 minimum

AVAILABLE: April 1, 1993

RESPONSIBILITIES: Under the general direction of the Associate Dean of Libraries, is responsible for the coordination of all activities in support of collection development and management. Participates in the planning, policy setting and definition of procedures in collection development and management. Manages staff (2 FTE) and faculty (1.5 FTE) in Collection Management Office. Participates in liaison work with donors and Development Director regarding gifts. Assists in allocating and monitoring the materials budget of approximately $3 million, including endowments. Provides analyses, evaluations and reports on the collections and expenditures for library materials, coordinating same with Library Systems Office personnel or supervising collection management support staff in producing such documents. Organizes and supervises projects as directed by the Associate Dean. Responsible for building the collection in one or more subject areas, preferably in the sciences and technology. Performs liaison work with technical and public service units in the library and with faculty in all academic disciplines. As a team leader, participates in the planning for and operations of the Libraries as appropriate.

QUALIFICATIONS: ALA-accredited MLS degree; substantial professional experience in collection development and management, including significant project supervision; demonstrated ability to provide effective leadership, coordination and communication in a complex organization. Expertise in selection for and management of a subject area. Broad knowledge of word processing, spreadsheet and data management software packages. Excellent communication skills; experience in dealing with a wide spectrum of faculty and library personnel. Excellent time management and supervisory skills. Tolerance for ambiguity. Record of scholarly achievement and professional service. Ability to view issues from a library-wide perspective. Ability to deliver work on a deadline and to work effectively on a management team. **Preferred:** Experience in fiscal management and budget allocation. Working knowledge of microcomputer database software packages, preferably dBase. Foreign language knowledge and advanced degree. Knowledge of the Geac system or another integrated library system.

BENEFITS: Librarians at The University of Tennessee, Knoxville have faculty rank and status and are appointed for twelve months. This is a tenure track appointment. Library faculty must meet university requirements for promotion and tenure. Annual leave is accrued at the rate of two days per month and sick leave at the rate of one day per month. Faculty have their choice

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CORNELL UNIVERSITY LIBRA
ADMINISTRATION

Cornell University

POSITION DESCRIPTION FOR BIBLIOGRAPHERS IN THE COLLECTION DEVELOPMENT DEPARTMENT

I. Summary.

Bibliographers are responsible for developing the Library's collections in their respective assigned subject areas. They have the opportunity to influence substantially the present and future usefulness of the collections by selecting resources most likely to be of value. With a full-time commitment to collection development, Bibliographers should be prepared to take an active role in the CUL collection development effort -- by being a source of information for less experienced colleagues, by participating in campus-wide collection development activities, and by identifying problems and suggesting practicable options for their solutions.

While the Bibliographers need not necessarily possess formal academic training in the disciplines for which they are responsible, they should develop a general acquaintance with basic research concepts and major publishing trends, so as to be able to make informed selection decisions. They are expected to become familiar with the collections, and with their user constituencies' academic interests. As long as available resources (funds, time, and staff support) are insufficient for building the ideal collection, a Bibliographer will have to prioritize competing demands and make judgments regarding the best use of available resources.

Following is a listing of the principal activities of Bibliographers. It is understood that some of the activities may be less critical to the successful fulfillment of a Bibliographer's responsibilities than others. The precise mix of activities, tasks and approaches may vary widely among Bibliographers, depending on such factors as the nature of the discipline, scope of the assignment, and the needs of the local constituency.

II. Specific responsibilities.

1. Build the collection in one or more assigned subject areas. Responsibility is primarily for the Olin stack collection, but there may be some involvement with relevant subject segments of the Olin Reference collection, other parts of the Olin/Uris/Kroch complex or other CUL unit libraries. A major way to build the collection is by selecting appropriate materials in relevant formats (including electronic) and languages from a variety of sources, including but not limited to vendors' selection slips, LC proof slips, notices in published sources (e.g., book reviews and bibliographies in scholarly journals), approval plan shipments, publishers' catalogs, and information on the Internet. Additional ways to build the collection may involve evaluating multifarious offerings of complex agencies, negotiating for and selecting from large purchases and gifts, and recommending exchange partners and vendors.

2. Manage assigned lines in the materials budget with a view to acquiring the most suitable materials, or access to them, while aiming to spend by the conclusion of each FY all of the funding allocated. To be slightly in the black

53 BEST COPY AVAILABLE

at the end of the year is preferable to being slightly in the red. Endowed funds, because of their circumscribed nature, may be managed differently.

3. Manage the existing collection -- principally by weeding unneeded copies and/or titles, canceling standing orders when no longer needed, replacing items missing or lost from the collection, reviewing unit withdrawals for appropriate additions to the collection, and making preservation decisions and decisions regarding the transfer of materials to and from off-campus storage.

4. Maintain liaison with the relevant user population within the University, primarily faculty and graduate students. Liaison may be fostered through a variety of contacts, both formal and informal, and should result in familiarity with users' academic interests and changes therein as they relate to the Library's collections. In some situations the Bibliographer may function as the Library's primary contact person with the constituency.

5. Provide reference assistance and bibliographic instruction in situations where specialized subject and/or linguistic expertise are needed. This may include both individual assistance and formal group presentations. Instruction activities may be coordinated with the Division of Olin Reference Services.

6. Maintain effective working relationships with colleagues within the Department, in other units in Olin Library, and throughout CUL and the University. Coordinate decisions and actions with colleagues in other CUL operations who may be affected by them. Assume an appropriate share in the work of CUL committees.

7. Evaluate the collection both with regard to local users' needs and according to outside standards (e.g. RLIN conspectus, standard subject bibliographies, etc.), using a variety of methodologies. Prepare materials documenting the collection, such as status reports, collection policies, users' guides, etc.

8. Participate in the Library's public affairs activities, especially as they relate to the particular disciplines concerned. This may include such activities as preparing grant proposals, working with individual donors, participating in public affairs events, and preparing publicity materials.

9. Participate in professional activities on the local, regional, national or international level.

March 31, 1994

UNIVERSITY OF GUELPH

JOB DESCRIPTION

Title: Collections Development Librarian Incumbent:

Division: Collections Development Directorate: Library

Position no: Date: May 11, 1992

General accountability.

Reporting to the Head, Collections Development Division, the incumbent is accountable:
- for the Co-ordination of the collection development activities, for most of the Academic Units on campus that have Library Allocations for selection of both monographic and serial purchases, to ensure the most appropriate development of the collection in those areas (major responsibility);
- for chairing the Collection Policy Sub-committee and to be an integral member of the Collections Committee;
- for contributing to the management of the total Library system through membership in appropriate committees;
- for working closely with the Head of Library Academic Program Support on collection evaluation in these disciplines and the preparation of final submissions and documentation for graduate and undergraduate assessments and the co-ordination of assessor visits;
- for continuing professional and academic growth through active participation in research and publishing activities and in appropriate professional organizations.

It is also possible that the co-ordination of Collection Management may be included, or the co-ordination of at least the preservation and conservation function.

Nature and scope : 1. Collections Development Division (The **TOTAL Division, NOT** Just the incumbent!).

The purpose of the Collections Development Division is to ensure the rational building of the Library Collection:
- through development and updating of current Collection policies for each department and program;
- by co-ordinating and assisting the collection development activities of the academic departments as well as Library staff within the extremely limited resources of the Division,
- by assisting the Head of Library Academic Program Support for periodic evaluations and appraisals of the collection in a given discipline or in total,
- by co-ordination of the establishment and application of material retention policies for monographs and journals;
- by planning and implementing long and short range Acquisition Budget policy for the total as well as specific Collections of the Library vis a vis adequate funding for serials and monographs;

- by monitoring and making adjustments throughout each fiscal year to help with the orderly expenditure of funds by the Acquisitions / Bibliographic Search Division;
- by having signing authority and providing an auditing function to all invoices to be passed for payment;
- by soliciting, negotiating and obtaining, either by gift or purchase items or collections that complement the Library collection;
- by assessing and selecting serials and monographs from the regular commercial binding stream which require special treatment from one of several hand binders and conservators;
- by assessing, evaluating and accepting or rejecting archival materials for deposit in the Library;
- by co-ordinating and establishing policy guidelines for the preservation and conservation of library materials;
- by doing selection and acquisition of special collection areas such as agriculture and Scottish studies;
- by co-ordinating the applications for external grants for monies for the acquisitions budget for special collections.

Nature and Scope : 2. The Collection Development Librarian's Job.

This position is one of two reporting to the Head, Collections Development Division. The other is the Library Associate, Collections.

The incumbent works closely with the Division Head, Library staff at all levels throughout the building, that have Collection Development responsibilities, and faculty members who are the Departmental Library Representatives in those departments for which the incumbent is responsible. The incumbent's duties primarily relate to serial and monograph selection criteria, co-ordinating the development of collections policies and assisting departments in building the library collection in the most rational way possible with limited resources, including collection evaluation, serial and monograph de-selection. In this process, the incumbent will need to enlist the support and effort of other librarians and staff in a sensitive and realistic manner, utilixing excellent communication skills and diplomacy (the major responsibility).

Depending on the Subject interests and expertise of the incumbent, he/she selects material for the library collection, and performs liaison work with the appropriate faculty, subject to negotiation with divisional staff's interests and expertise. He/She keeps informed about the teaching and research programs of selected departments and colleges, in order to better judge the types of material that should be directed to them.

The incumbent assists in the management of the Collections Development Division by taking on various duties as assigned by the Division Head after consultation with the incumbent, e.g. checking of new arrivals for rare, storage, restricted, DMRC, etc.; assuming negotiations for gift materials and collections; applying for special grants; assisting in spread-sheet work; or temporary running of all or part of the Division in the Division Head's absence. (minor responsibility which may develop depending on the incumbent's time and interests, as well as the needs within the division)

The incumbent may take on the Co-ordinator of Collection management role if this is lodged within the division.

The incumbent participates in the regular meetings of the Division which discuss policy changes, new course proposals and program initiatives, and the library response to such developments.

The incumbent is expected to belong to and participate in the appropriate professional organizations, and report to the Professional Staff meetings on conferences, workshops, etc. attended. He/She is also responsible for involvement in scholarly activity such as research and publishing.

Special Accountabilities.

The General Accountability of the position requires the incumbent to perform the following duties at an increased level of independence:

1. Participate in the academic and research program of the University through the provision of information resources and facilities and instruction in use, access and retrieval (minor responsibility).

2. Participate in the management of the total Library system through membership in the appropriate committees.

3. Participate in the management of the Collections Development Division through assistance in planning policy, procedural or routine changes and through supervision of support staff as necessary.

4. Participate in the development of the best collection possible within the resources available by co-ordinating, directing, and monitoring the monograph and serial selection and acquisition in those subject areas that are assigned.

5. Assist in the provision of effective Library services through instruction of Library personnel in the use of specialized materials, bibliographies and reference tools, during tours of the division and as otherwise required (minor responsibility).

6. Answer difficult reference or research questions in his/her areas of expertise or interest (minor responsibility).

7. Maintain personal professional development and competence (e.g. by professional reading and study, and attendance at conferences, symposia or formal classes) including knowledge of library and information science and methodology, appropriate knowledge of subject disciplines, and involvement in research and/or publishing activities.

UNIVERSITY OF ILLINOIS LIBRARY
AT URBANA-CHAMPAIGN
1408 West Gregory Drive
Urbana, Illinois 61801

VISITING ASSISTANT ENGINEERING LIBRARIAN

Position Available: July 1, 1994. Date Posted: May 26, 1994.

Responsibilities: Under the direction of the Engineering Librarian, the Visiting Assistant Engineering Librarian participates in reference and online searching services; bibliographic instruction; collection development; faculty liaison; training of graduate assistants; and Library planning activities. The incumbent will be involved with special projects connected with Grainger information technology activities.

Department: The Grainger Engineering Library Information Center, part of the Physical Sciences and Engineering Division, serves approximately 515 faculty and researchers, 2,100 graduate students, and 5,500 undergraduates. With an annual materials budget of $674,000, the library houses a working collection of more that 200,000 volumes, including more than 3,000 serial titles. The current staff consists of 4.25 FTE professional librarians, 2.0 FTE graduate assistants, 5.0 FTE support staff members, and student assistants.

Qualifications: Required: Master's degree in Library Science from an ALA accredited library school; at least one year of professional or pre-professional academic/research library experience; experience in online searching. Preferred: Experience in reference or bibliographic instruction; experience with standard personal computer software packages, such as word processors, communications software, database management systems, and spreadsheets. Desired: Undergraduate degree in an engineering or science discipline. Project management experience.

Salary & Rank: The salary is $27,000 upward, depending on qualifications and experience for appointment as Visiting Assistant Professor of Library Administration.

University of Missouri

Position Description

Title: Science Librarian

Classification: Librarian I or II

Administrative Unit: Ellis Reference Services

Reports to: Head of Ellis Reference Services

General Function, Purpose, and Scope of Position

Responsible for providing reference service, library instruction, database searching, and collection development for the scientific disciplines supported by Ellis Library. Provide reference assistance in all disciplines when working at the Reference Desk and perform library instruction for undergraduates in nonscientific disciplines. Provide and evaluate effectiveness of services in coordination with Reference Department policies and procedures.

Specific Duties

1. Provide reference service to library users; includes some evenings and weekend hours.

2. Perform online database searches for students and faculty. Assist in training end-users on online databases and CD-ROM databases.

3. Provide bibliographic instruction in the use of the library. Develop printed guides and handouts to assist in instruction and reference.

4. Perform collection development activities for: Agricultural Engineering, Agronomy, Animal Husbandry, Dairy Husbandry, Delta, Entomology, Food Science, Natural Resources, Gaylord, Horticulture Plant Pathology, Textile and Apparel Management, Food for the 21st Century, and Science Reference. Manage book funds, select library materials, identify items to be transferred to the annex, replace missing items as needed, etc., for the stacks collection and the relevant sections of the central Reference collection. Perform collection analysis studies.

5. Responsible for serving as the liaison with faculty for the following departments: Agricultural Engineering, Agronomy, Animal Sciences, Entomology, Food Science and Nutrition, Natural Resources, Horticulture, Plant Pathology, Textile and Apparel Management, and the off-campus research stations of Delta and Gaylord.

6. Responsible for maintaining awareness of new information tools and technology in order to meet the needs of students, faculty, and

staff.

7. Performs administrative functions for Science Reference as needed.

8. Performs other duties as assigned.

Supervision

Received: Works under the general direction of the Head of Ellis Reference Services.

Minimum Qualifications

Education: Requires an MLS from an ALA accredited program; significant coursework in science disciplines or science reference experience is strongly preferred.

Experience: Prefer reference experience in an academic science or special library; competency through experience or training in online database and CD-ROM searching required.

Skills and Abilities: Ability to communicate well orally and in writing; strong service orientation; ability to work in a team environment where services are expanding and where there is considerable scope for new program initiatives including the application of new technologies to service delivery.

revised March, 1993

Agnes Adams

University of Nebraska Lincoln

Job Announcement

THE UNIVERSITY LIBRARIES

DATE: August 1, 1994

POSITION: Reference/Liaison Librarian, Assistant Professor, tenure leading. (2 Positions)

REPORTS TO: Head, C. Y. Thompson Library

DUTIES: 1) Provide reference/information service at C. Y. Thompson Library which serves the College of Agricultural Sciences and Natural Resources, the College of Human Resources and Family Sciences, the College of Dentistry, and the Department of Special Education & Communication Disorders. 2) Serve as liaison librarian to assigned departments within the College of Agricultural Sciences and Natural Resources and the College of Dentistry as appropriate. 3) Provide formal and informal library instruction to users within assigned liaison areas. 4) Provide services and instruction for variety of electronic resources such as online catalog, cd-rom products on networked and stand-alone stations, internet, online searching. 5) Develop collections in assigned liaison areas. 6) Participate in C. Y. Thompson, Branch Services, and Libraries activities in a collegial atmosphere utilizing a team approach.

QUALIFICATIONS: **Required:** 1) MLS from an ALA-accredited library school. 2) Strong interpersonal skills to work with colleagues, students, and faculty in a team approach. 3) Excellent oral and written communication skills. 4) Strong service orientation. **Preferred:** 1) Reference experience in an academic/research library. 2) Experience in working with collegial and team approaches. 3) Experience in the use of electronic resources and teaching use to patrons. 4) Degree/s or course work related to agriculture, biology, chemistry, dentistry, natural resources, or other applicable sciences.

SALARY: $25,000 minimum for a 12-month contract. Salary may be higher depending upon the qualifications of the successful applicant.

STARTING DATE: January 1, 1995 Appointment date negotiable.

DEADLINE DATE: September 15, 1994. Applications postmarked after this date will not be considered.

APPLICATIONS: Submit a complete statement of qualifications, a full resume of education and relevant experience as well as the names, current addresses, and current telephone numbers of three references who are knowledgeable of applicant's qualifications for this position to:

Kent Hendrickson
Dean of Libraries
106 Love Library
University of Nebraska-Lincoln
Lincoln, NE 68588-0410

About UNL: As the largest educational institution in the state, UNL, since its founding in 1869, has a long and distinguished tradition of land-grant involvement. There are nine undergraduate and professional colleges and a wide range of graduate programs. Approximately 25,000 students attend the University. There are 29 doctoral programs, 59 masters, 130 undergraduate sequences and 14 pre-professional areas of study. The colleges are Architecture, Law, Business Administration, Arts and Sciences, Teachers, Engineering and Technology, Agricultural Sciences and Natural Resources, Human Resources and Family Sciences, Journalism, and Fine and Performing Arts.

UNL, an Affirmative Action/Equal Opportunity institution, does not discriminate in its employment, admissions or related service programs. AA/EEO details may be secured by contacting 127 Administration Building, P.O. Box 880437, UNL, Lincoln, Nebraska 68588-0437, or by telephoning (402) 472-3417. Employment eligibility verification is required for all new hires pursuant to the Immigration and Control Act of 1986.

New York University
A private university in the public service

Division of Libraries, New York University Press, University Archives
Elmer Holmes Bobst Library
Office of the Dean

70 Washington Square South
New York, N.Y. 10012
Telephone: (212) 998-2445

NEW YORK UNIVERSITY LIBRARIES
Position Vacancy
Search Re-Opened

Title: Hellenic Studies Librarian

Description: Specialist in Hellenic Studies including classical literature and history; the Byzantine Empire, modern Greece and Balkan Studies. Technical services responsibilities include acquiring, cataloging and classifying monographs and serials, in print and microform, in all appropriate languages and subject fields using AACR2, LC classification and subject headings, and the RLIN cataloging system. Collection development responsibilities include selection and evaluation, faculty liaison and providing specialized reference service.

New York University Libraries: Library facilities at New York University serve the school's 50,000 students and faculty and contain more than 3 million volumes. The Elmer Holmes Bobst Library houses 2 million of these volumes and serves as the University's principal research resource. New York University is a member of the Research Libraries Group and serves as the administrative headquarters of the Research Library Association of South Manhattan, a consortium which includes three academic institutions in Greenwich Village.

Qualifications: Required: ALA accredited MLS, subject Master's degree required for tenure; working knowledge of ancient and modern Greek. Advanced degree with an emphasis on Hellenic Studies and facility with south Slavic languages preferred. Preference will be given to candidates with at least two years experience cataloging and classifying materials on a national bibliographic utility using AACR2 and LC classification and subject headings; familiarity with automated cataloging systems and MARC formats.

Salary/Benefits: Faculty status, attractive benefits package including five week annual vacation. Salary commensurate with experience and background. Minimum: $33,000.

Apply: To ensure consideration, send resume and letter of application, including the names, addresses and telephone numbers of three references, by January 31, 1994 to: Mrs. Alice Deich, Personnel Director, New York University Libraries, 70 Washington Square South, New York, NY 10012.

NYU encourages applications from women and members of minority groups.

New York University
A private university in the public service

Division of Libraries, New York University Press, University Archives
Elmer Holmes Bobst Library
Office of the Dean

70 Washington Square South
New York, N.Y. 10012
Telephone: (212) 998-2445

NEW YORK UNIVERSITY LIBRARIES
Position Vacancy

Title: Reference Librarian for International Business

Description: Subject specialist for international business and economics assigned to the Business and Social Science/Documents Reference Center, Bobst Library. Duties include reference assistance with both print and electronic media, bibliographic instruction, management and selection of research materials, and liaison with faculty and students in the Stern School of Business and the Graduate School of Arts and Sciences' Department of Economics. Subject coverage includes finance, marketing and management, political economics, international documents, and electronic reference tools. Works in cooperation with the Library's foreign area specialists.

New York University Libraries: Library facilities at New York University serve the school's 50,000 students and faculty and contain more than 3 million volumes. The Elmer Holmes Bobst Library houses 2 million of these volumes and serves as the University's principal research resource. New York University is a member of the Research Libraries Group and serves as the administrative headquarters of the Research Library Association of South Manhattan, a consortium which includes three academic institutions in Greenwich Village.

Qualifications: ALA accredited MLS, subject Master's degree required for tenure. Two years of successful public service experience in a relevant academic or special library reference center. Graduate work in international studies and reading knowledge of one foreign language preferred.

Salary/Benefits: Faculty status, attractive benefits package including five weeks annual vacation. Salary commensurate with experience and background. Minimum: $31,000.

Apply: To ensure consideration, send resume and letter of application, including the names, address and telephone number of three references, by January 31, 1994, to: Alice Deich, Director, Library Personnel, New York University Libraries, 70 Washington Square South, New York, NY 10012.

Northwestern University Library
Memorandum to Librarians No. 253
March 11, 1994

PROFESSIONAL LIBRARIAN VACANCY

Position: Humanities Bibliographer

Division: Collection Management

Reports to: Assistant University Librarian for Collection Management

Summary

Develops and manages the Library's collections in English and American language and literature, Western European languages literatures, linguistics, classics, comparative literature, and world literature in English translation, and general humanities. Acts as liaison with faculty, students and other users in areas of responsibility. Provides specialized bibliographic instruction and reference services in coordination with public services departments of the Library.

Duties

1. Determines collection policy in consultation with Assistant University Librarian for Collection Management, and selects materials in all languages and formats in assigned fields through purchase, gifts and other means. Assigned fields include French, Italian, German, Hispanic, English and American language and literature; classics; linguistics; comparative literature; world literature in translation; and general humanities. Manages library materials budgets.

2. Analyzes user needs and acts as principal liaison between the Library and Northwestern faculty, staff and students in assigned disciplines.

3. Works with staff in Serials and Acquisition Services and Catalog Department to resolve problems related to identification, acquisition, and processing of library materials.

4. Works with Preservation Department to preserve and maintain assigned areas of the collection by replacement, reformatting, and protective measures. Deselects materials as appropriate.

5. Works with Library Development Office and other Library staff to develop proposals and identify and consult with donors related to gifts, endowments, grants and gift collections.

6. Works with Public Sevices staff to provide specialized

reference and bibliographic instruction services for clientele in assigned areas.

7. Maintains communications and develops productive working relationships with all Library units.

8. Maintains professional contacts appropriate to the position and represents the Library in assigned areas.

9. Serves on Management Council, a policy-making forum for department heads and senior management, and other elected or appointed Library and University committees.

9. Other position-related duties as assigned.

Qualifications:

Required: A master's degree from an accredited program in library science and evidence of significant advanced study in a discipline related to language and literary studies; three years of successful library or equivalent experience, including collection development experience; and competence in French, German, Italian, Spanish and English. The ability to communicate effectively, both orally and in writing, and the ability to work productively with faculty, students and staff are also required.

Desired: Strong record of research and publication, an advanced degree in a humanities discipline, and knowledge of additional modern Western European or classical languages. Experience or interest in electronic formats in the humanities is also desired.

Salary - $35,000 minimum.

Send letter of application and resume, including names and addresses of three references to Peter Devlin, Personnel Librarian, Northwestern University Library, Evanston, Illinois 60208-2300. Applications must be received by April 15, 1994. Northwestern University is an Equal Opportunity/Affirmative Action employer. Employment eligibility verification required upon hire.

Peter J. Devlin
Personnel Librarian

Descriptions for Humanities and Social Sciences bibliographers are virtually identitical to this one.

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TEMPLE UNIVERSITY CENTRAL LIBRARY SYSTEM
POSITION DESCRIPTION

DEPARTMENT: Central Library System
Collection Development Services

POSITION TITLE: Subject Division Bibliographer,
Science & Technology

POSITION FUNCTION:

Within the Science & Technology Subject Division, serves as a Collection Development Selector; leads and coordinates the activities of other Selectors; maintains an intellectual overview of CLS collections in relation to academic programs, faculty research needs, and CLS goals and constraints--all in conformity with established policies and procedures and in cooperation with other Central Library System (CLS) units. Contributes to the formulation of overall CLS collection development priorities, policies, and procedures. Serves under the general direction and review of the Associate Director for Collection Development & Public Services.

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LIBRARY RESPONSIBILITIES AND DUTIES

A. Policy Development, Liaison, and Advising Responsibilities

1. Serves on the Collection Development Committee, the Collection Development/Public Services Area Group, and other CLS committees and task forces as assigned.
2. Cultivates a broad range of faculty contacts in order to keep well informed about the collection needs of faculty and students and to promote among the faculty a fuller understanding of collection strengths and the policies and constraints that affect current collecting.
3. Advises the associate director on intellectual and organizational issues in collection development.
4. Provides, for the Science & Technology division, quantitative and qualitative information and recommendations for the CLS materials budgeting process.
5. Compiles and analyzes information for planning and management purposes and annual reports.
6. May represent the CLS on University committees concerned with library support for academic programs.

B. Coordination of Collection Development Librarians' Activities

1. Recommends selection categories and Selector assignments to the associate director.
2. Provides orientation and instruction of new Selectors in

collection development policies and procedures; ensures that orientation is provided in relevant practices and policies of other departments.
3. Meets regularly with the Science & Technology Collection Development Group for reciprocal communication about policies, procedures, and problems.
4. Provides secondary performance appraisals for librarians, other than department heads, in the Science & Technology Group.
5. Maintains an intellectual overview of collecting in appropriate subjects by reviewing approval plan selections and returns and firm order requests in Science & Technology subjects for all Paley and branch library collections supported by the CLS materials budget.
6. Keeps alert to gaps between Selectors' areas within the Science & Technology division and between subject divisions; purchases materials or assigns coverage to appropriate Selectors.
7. For areas supported by the Paley Library budget, monitors the rate of Science & Technology allocation encumbrances and coordinates timely attention to repair, rebind, and gift decisions, collection assessments, and other assignments and projects.
8. Maintains liaison with other CLS departments concerning policies, procedures, and priorities that affect collection development activities.

C. Supervision of Collection Development Services Office Staff

(Bibliographers take on this responsibility in rotation or as assigned by the Associate Director.)

1. Prepares and updates position descriptions.
2. Hires support staff with the assistance of CLS Administrative Services staff.
3. Designates and prioritizes duties.
4. Provides orientation and training in coordination with CLS programs.
5. Provides for development and maintenance of appropriate procedure manuals.
6. Systematically informs staff of changes in policies and procedures.
7. Reports attendance; schedules vacation and other leaves.
8. Evaluates performance according to CLS procedures.

D. Selection, Instruction, and Reference Responsibilies

1. Performs as a Selector in assigned subject or inter-disciplinary areas, as detailed in the position description for Collection Development Selector.

2. In order to enhance reference services in the science libraries, adds to the number and range of reference resources in each collection as funds permit, promotes awareness of these resources among faculty, and trains science library staff to use them effectively.
3. May perform reference work in the Engineering & Science Libraries or serve limited, pre-scheduled hours at any Reference & Information Services desk as appropriate for awareness of library use patterns.
4. May develop and/or provide instruction in use of library resources in any subject within the Science & Technology Subject Division in consultation with the Coordinator of Science Libraries and/or the Coordinator of Library Instruction.

PROFESSIONAL RESPONSIBILITIES

1. Participates in the activities of appropriate professional associations at local, regional, or national levels.
2. Keeps aware of relevant academic, economic, and social trends and informed of professional issues and practice, especially at the research library level, through conferences, continuing education, and professional literature.

Rev. 6/94

xc: Science & Technology Bibliographer

University of Tennessee

ANNOUNCEMENT OF PROFESSIONAL VACANCY

September 1, 1987

POSITION: Collection Development Librarian

APPOINTMENT RANK: Assistant Professor

SALARY: $25,000 - $28,000

AVAILABLE: January 1, 1988

RESPONSIBILITIES: Under the direction of the Assistant Director for Collection Development, responsible for the selection of materials to support instruction and research. Will concentrate in broad subject areas depending upon the academic background and experience of the successful candidate. Collection development responsibilities include evaluation of the collections, fund management and faculty liaison. Works closely with other collection development specialists, reference librarians and the Acquisitions and Serials Departments. Participates in library development effort. Assumes some responsibilities for reference work (approximately 25%), including nights and weekends.

QUALIFICATIONS: Required: ALA-accredited MLS degree. Minimum of 3 years relevant experience in an academic library with demonstrated expertise in collection development; excellent communication skills and strong service orientation essential. Demonstrated capacity to work effectively and congenially with faculty, students, and staff.

Preferred: Reference experience; advanced subject degree; competency in foreign languages.

BENEFITS: Librarians at The University of Tennessee, Knoxville have faculty rank and status and are appointed for twelve months. This is a tenure track appointment. Annual leave is accrued at the rate of two days per month and sick leave at the rate of one day per month. Faculty have their choice of a state retirement plan or TIAA/CREF. Non-refundable contributions to either retirement plan are paid for the employee by the university. Group health and life insurance plans are available. Tuition remission is available to university employees; partial undergraduate tuition remission is available to dependent children and spouses of UT employees who have one or more years of continuous service. There is no state income tax.

BACKGROUND DESCRIPTION: The University of Tennessee is a multi-campus system of higher education and the state's official university and federal land-grant institution. UT, Knoxville is the major comprehensive university in the four campus system. More than 19,500 undergraduates and 6,250 graduate students are enrolled in 15 colleges and

University of Washington
Libraries

UNIVERSITY OF WASHINGTON LIBRARIES
Seattle, Washington 98195
Telephone: 206-543-1760

NOTICE OF VACANCY
January 12, 1994

TITLE: **Japanese Studies Librarian**

GENERAL DESCRIPTION:

Under the general direction of the Head of the East Asia Library, the Japanese Studies Librarian selects materials and manages acquisitions budget for Japanese studies for the East Asia Library; provides bibliographic instruction and reference service to users of the Japanese collection; supervises Japanese Section support staff; provides original cataloging of Japanese language materials; and assumes other responsibilities as required.

SPECIFIC RESPONSIBILITIES AND DUTIES:

1. In consultation with the Head, East Asia Library, establishes short and long term goals and objectives for the Japanese Section.
2. Within the scope of the acquisitions policy, selects materials about Japanese studies in all formats and languages; manages the acquisitions budget. Evaluates contents and condition of existing collection.
3. Provides reference assistance and instruction.
4. Performs original cataloging and classification using AACR2, LC classification, LC subject headings and LC rule interpretations. Supervises Japanese Section support staff responsible for acquisition and processing of materials.
5. Hires and trains staff in the Japanese Section and assigns and evaluates their work. Organizes work to ensure optimum efficiency of operation.
6. Consults with the Head on staffing and budget requirements. Keeps statistics and writes reports as required; plans and implements special projects.
7. Serves as liaison with Japanese studies faculty and students.
8. Works with dealers, libraries and institutions in Japan, the United States and elsewhere to facilitate the acquisition of materials on Japanese studies.
9. Serves as liaison with other units on policies and procedures relating to assigned responsibilities; serves on library committees.
10. Develops cooperative programs with other libraries.
11. Represents the Japanese collection in professional meetings.
12. Assumes responsibilities as assigned; performs other duties as required.

QUALIFICATIONS:

Required:

1. Graduate degree from a program accredited by the American Library Association, or equivalent program.
2. Ability to read classical and modern Japanese; ability to speak and write Japanese.
3. Knowledge of Japanese book trade.
4. Knowledge of AACR 2 rev., LC classification and subject headings.
5. Good command of English, both orally and in writing.
6. Effective communication and interpersonal skills.

Preferred:

1. Two years experience in an academic or research library with directly related experience in East Asian studies or graduate study in Japanese studies.
2. Collection development experience.
3. Experience with the OCLC CJK cataloging subsystem and MARC tagging; experience with a local online system (Innovative, etc.).

SALARY: $28,000 minimum. Starting salary dependent on background and experience.

BENEFITS: Librarians are academic personnel and participate in a TIAA-CREF retirement program on a matching basis. Vacation is accrued at the rate of 24 working days per year; sick leave at the rate of 12 working days per year. Premiums fully paid for medical, dental and life insurance plans. No state or local income tax.

AVAILABLE: Negotiable

APPLY TO: Charles E. Chamberlin
Deputy Director of Libraries
482 Allen Library
University of Washington Libraries, FM-25
Seattle, Washington 98195-0001

Applicants should submit a letter of application, full resume, salary requirements, and the names, addresses and telephone numbers of at least three references who are knowledgeable of their qualifications for this position.

Yale University

Library Personnel Office
P.O. Box 15858 Yale Station
New Haven, Connecticut 06520-7429

Campus address:
Sterling Memorial Library
120 High Street
Telephone: 203 432-1810

AMERICAN AND COMMONWEALTH BIBLIOGRAPHER, Yale University Library
Minimum rank: Librarian II

THE UNIVERSITY AND THE LIBRARY

Yale University is one of the foremost universities of the world, preeminent in scholarship and research in the various fields of the humanities, the sciences, the social sciences, and in the professional schools. The University Library system contains over nine million volumes distributed among Sterling Memorial Library, twenty school and department libraries, and numerous distinguished special collections.

COLLECTION DEVELOPMENT FOR AMERICAN AND COMMONWEALTH STUDIES

Collecting efforts focus on developing preeminent collections in American Studies, Canadian Studies, Commonwealth Studies and English and American literature. Sterling Memorial Library has particularly strong holdings in American history, including history of New England, the South and the West; diplomatic, labor and women's history.

These collections support faculty research and graduate and undergraduate degree programs in American Studies, American History, African-American Studies, English Language and Literature, Comparative Literature, and International Relations, and undergraduate programs in British Studies, Women's Studies, International Studies and Drama.

In concert with special collections in the Beinecke Rare Book and Manuscript Library, the Department of Manuscripts and Archives, and other branch libraries, collection development at Sterling Memorial Library aims at comprehensiveness in a fair number of areas, usually associated with famous individuals, such as Eugene O'Neill, James Weldon Johnson, and Edith Wharton.

RESPONSIBILITIES

Under the direction of the Associate University Librarian and Director of Collection Development and working with colleague bibliographers and curators, the American and Commonwealth Bibliographer is responsible for the development and management of collections in all formats in American Studies, including American History and American Literature, and in Commonwealth Studies, including British Literature and Commonwealth History and Literatures. The Bibliographer also selects material for Yale's various ethnic studies. Collections for which the American and Commonwealth Bibliographer is responsible are located in Sterling Memorial Library, but substantial coordination is required with the Department of Manuscripts and Archives, curators in the Beinecke Rare Book and Manuscript Library, the British Art Center, and various of the school and department libraries of the Yale

Continued . . .

University Library. The American and Commonwealth Bibliographer acts as liaison with members of the Yale faculty, particularly those in the American Studies, History, English, and Comparative Literature Departments. Other subjects may be assigned in accordance with the needs of the Library and the capabilities or interests of the Bibliographer. The Bibliographer communicates with and participates in consortia, regional, national, and international activities deriving from the subject specialties supported by the Bibliographer. The Bibliographer contributes to the Library's support of teaching and research in American and Commonwealth Studies. Like other subject specialists in the Yale University Library, the Bibliographer participates in preservation decisions, gifts and exchanges, fund management, donor relations, and the preparation of grants/proposals as well as in specialized reference and research services. The Bibliographer participates in the library's planning activities and is expected to be active professionally.

QUALIFICATIONS

An advanced degree in one or more of the fields encompassed in American and Commonwealth Studies, preferably a Ph.D. MLS from an ALA-accredited library school or the equivalent preferred. Experience in an academic or research library as a selector or related position, desirable. Competence in one or more western European languages. Strong organizational and communication skills. Well-developed and effective interpersonal skills. A record of significant scholarly and/or professional contributions is expected.

SALARY AND BENEFITS

Salary from a minimum of $32,700 dependent upon qualifications and experience. Full benefits package including 22 vacation days, 17 holiday, recess, and personal days; comprehensive health care, retirement; and some relocation assistance. Applications received by July 10, 1992 will be given first consideration; applications will be accepted until the position is filled. Please send letter of application, resume, and the names of three references to Diane Y. Turner, Director, Library Personnel Services, Yale University Library, P.O. Box 1603A Yale Station, New Haven, CT 06520. Yale University is an equal opportunity affirmative action employer.

SYSTEMS AND PROCEDURES EXCHANGE CENTER

TRAINING DOCUMENTS

ASSOCIATION OF RESEARCH LIBRARIES OFFICE OF MANAGEMENT SERVICES

TRAINING FOR
COLLECTION DEVELOPMENT AND MANAGEMENT
LEE LIBRARY
OUTLINE

I. **Step 1 - Collection Development and Management at the Lee Library**

Objectives

1. **To understand the scope and definitions of collection development and management.**
2. **To understand the organizational structure of the library and the places where collection management and development occur.**
3. **To understand the role of the subject specialist.**

Assignment

1. **Read the introductory material in the Collection Development Manual.**

A. Definitions

1. Collection Development

2. Collection Management

B. Library Organization

1. Library Organizational Chart.

2. Collection Development and Public Services Division its role and functions.

C. Subject Specialist

1. Responsibilities

2. Services to students and faculty.

II. **Step 2 - The Collection Development Policy Statement**

Objectives:

1. **To learn the classification numbers used in your subject areas.**
2. **To understand the collecting levels in your subject areas.**
3. **To learn the scope and depth of the current**

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collections in your subject areas.

Assignments:

1. **Prepare a list of the call numbers in your subject disciplines.**
2. **Browse the collection in the call number areas you have previously identified**
3. **Carefully read the policy statement and review the collecting intensity levels in your policy statement and determine if they seem accurate and reasonable.**

A. Definition and purpose for a collection development policy statement.

B. Steps in Writing and Updating a Policy Statement
   1. Determining the library's collection development purposes and objectives.
   2. Obtaining data to support the library's collection development objectives.
   3. Determining the library's general selection guidelines.
   4. Procedures for determining the library's general selection guidelines.
   5. Procedures for determining the classed analysis.

C. Dissemination of the Collection Development Policy Statement.

D. Procedures for Updating a Collection Development Policy Statement.

E. Examples of Collection Development Policy Statements.

III. **Step 3 - Budget Allocation for Collection Development**

Objectives:

1. **To understand the budget process.**
2. **To understand who the people are who make the decisions regarding the budget.**

Assignments

1. **Review each of the budgets outlined below as to how much money is available, what budget codes are necessary for utilization of a particular budget, what types of material can be purchased from each of the budgets, and what the deadlines are for submission under specific budgets.**

2. **Learn to read the collection development budget information available on NOTIS for your firm order requests.**

A. Procedures for establishing budgets

B. Budgets Utilized in the Library for Purchasing of Books, Monographs, and Serials

1. Firm Order Budgets
2. Standing Order Budgets
3. Approval Programs
4. Reference Budgets
5. Serials Budgets
6. Out-of-print Budget
7. Assessment Budget
8. Special Sets/Microform Budget

C. Individual Budget Codes for Firm Orders and Serials

IV. **Step 4 - Procedures for Obtaining Books and Monographs**

Objectives

1. **To understand how approval programs are established and materials received.**
2. **To understand firm order processing and procedures.**
3. **To understand the processes for submitting firm order requests.**
4. **To understand the process for submitting out-of-print book orders.**

Assignments

1. **Review the profiles from the most appropriate approval vendor (probably Baker and Taylor) and identify how each of your subject areas are established in their profile. Eventually you may need to study several of the different approval programs.**

2. **Using exclusion slips and publishers catalogers prepare orders for submission to the Acquisitions Department.**

3. **Identify major book review sources, if appropriate, for your subject discipline.**

4. **Prepare a standing order request.**

A. Approval Programs

1. Profiles: Learning to Read Them and Revise Them **(examples of pages from each of the profiles)**
   a. Baker & Taylor
   b. Harrasowitz
   c. Blackwell
   d. Coutts
   e. Nedbook
   f. Touzot
   g. Various Country Approval Programs in Latin American and Asia

B. Firm Orders

1. Sources to obtain titles for ordering on your subject/firm order budgets

   a. Exclusion slips from approval programs
   b. Book publishers catalogs
   c. Book reviews
   d. Faculty Library representatives and other faculty requests

2. Procedures for selecting titles to be ordered on your firm order budgets (always bearing in mind your collection development classed analysis, and approval program profiles)

   a. Review exclusion slips from approval programs

   b. Identify publishers and book dealers who are important to your subject areas

   c. Identify serials and reference books which bring book reviews and review essays to your attention

   d. Establish a network of faculty in your subject areas to assist you in selection.

   e. Establish a network of selectors, within a consortium or neighboring institutions, whereby comparisons of collections can be made.

3. Procedures for submitting titles to be ordered on your firm order budget

   a. Assign budget name and code and your initialsto each order **(attach copies of slips and examples)**

   b. Either mail to the Order Department or hand carry and place in the box identified for order searching.

   c. RUSH Orders and Other Priority Orders

      Definitions
      When to order RUSH
      How to order RUSH

C. Standing Orders

   1. Definition of a Standing Order

   2. How you Establish a Standing Order

      a. Form **(attach an example of a blank and a completed request)**

      b. Attachments to accompany request

      c. Photocopy SO request form

      d. Steps in searching and processing these orders

      e. Establishing a procedure for keeping track of your requests **(examples)** .

D. Out-of-Print Orders

   1. Identification of Out-of-Print books which you need to order.

      a. Assessments **[see X. below]**

      b. Normal searching of your orders in the Order Departmment finds that the title you requested is out-of-print.

      c. Replacement Orders [a book has been declared missing or lost, either found by you while conducting an inventory or through the Circulation Department]

      d. Faculty requests.

2. Procedures for Submitting Out-of-Print Orders

a. All orders must be searched in the Order Department to determine that they are indeed out-of-print.

b. The OP titles will be returned to you.

c. Evaluation of the out-of-print titles to determine which are the most pressing need for the library.

d. Submit to the Collection Development Coordinator as OP orders.

V. **Step 5 - Faculty Liaison/Library Communications**

Objectives

1. **To establish rapport and lines of communication with your teaching faculty.**

2. **To teach the faculty representative his or her role.**

3. **To understand the coursework and research in which each of your faculty members are involved.**

4. **To gain the confidence of the Department Chair.**

Assignments

1. **Read the Faculty Representative's Manual.**

2. **Establish a list of each faculty member for which you have direct responsibility as a subject specialist.**

3. **Prepare packets of material for each faculty member, both new faculty and those which you are visiting for the first time.**

4. **Have each faculty member complete a faculty profile questionnaire and establish and maintain a system to keep up with faculty classes taught and research conducted.**

A. Faculty Library Representative

1. Appointment

The faculty library representative is appointed by

his/her department chairman. Each department will typically have one representative, however, there may be additional representatives established for specialized areas.

[Refer to the Faculty Representative's Manual for details on types of policies and procedures and tasks]

2. Meeting Schedule

As you are establishing rapport with the faculty library representative you would want to typically meet once a month. When you and the faculty representative have worked together for a few months to a year, the formal monthly meeting will undoubtedly not be necessary.

B. Other Meetings

1. Department Chairman - Introductory meeting should take place your first year as a subject specialist, thereafter, a biannual meeting is usually sufficient unless a major problem, such as storage, weeding, budget crisis requiring serials review, etc., becomes necessary.

2. Department Faculty Meeting - Biannually, if such meetings are held in a department. As a subject specialist you would want to make sure that you had something specific to discuss and/or handout(s) at any such meeting.

3. New Faculty Members - Within first semester of the hiring. This meeting should introduce the new faculty member to the library and its services, as well as to the assistance that you can give to he or she in their research, their classes, and the work of their students.

Typically a packet should be prepared for the new faculty member which would include: Faculty Guide to the Harold B. Lee Library; a collection development policy statement in their discipline, with an explanation of what the classed analysis means; computer databases and points of access which can be used in the library and in their offices; various handouts which you feel would be relevant for that faculty member, for example, bibliographies you have prepared in the discipline, etc.; an information sheet about yourself; and a Faculty Profile questionnaire which you should have

them complete while you are meeting with them.

4. Other Faculty - You should make an attempt to meet initially with all of your faculty within 1-2 years of your appointment **[the schedule will vary depending upon the number of faculty you as a subject specialist work with]**. Plan on preparing a packet as described above for new faculty.

VI. **Step 6 - Reviewing What Has Been Received Prior to its Being Cataloged**

Objectives

1. **To establish a regularly scheduled review of what titles have been received on approval and firm orders.**
2. **To understand how to evaluate individual titles as to their retention for the collection or return to the publisher or approval program vendor.**
3. **To understand the types of materials which will be found on your "gift shelves" and the procedures for sorting and evaluating these materials.**

Assignment

1. **With your collection development policy statement in hand review 2-3 book trucks, the daily firm order shelves, by going through the process of review, evaluation, and procedures for retention, return, identifying books for a reference collection, standing order, rush cataloging, and return to you after cataloging.**
2. **With your collection development policy statement in hand review your "gift shelves", by going through the process of review, evaluation, and procedures for retention, return, identifying books for a reference collection, standing order, rush cataloging, and return to you after cataloging.**

A. Approval Books and Exclusion Slip Orders

1. Review book trucks, which include approval books and exclusion slip orders, in Order Department once a week. Best to set a specific day and stick with it as much as possible. This will help you not to miss a book truck.

2. What you are Looking for when you Review book trucks:
   a. Books which should go to a reference collection.

b. Titles in a series or the first book in a set, which you feel the library should establish a SO.

c. Titles which do not fit the approval program profile or your collection development policy statement, such as textbooks, and which need to be returned.

d. Books which you would like to have sent to you, either for professional or personal reading, or for an addition to a bibliography, after it has been cataloged.

e. Books which you feel need to be RUSH cataloged.

f. If there is a title which needs to be returned to the dealer or publisher, place a slip [see example] in the book and put on "DO NOT ADD" shelf in the Order Department.

B. Firm Orders

1. Review order shelves, which are identified by days of the week, Monday-Friday. These shelves include all of the books that you and other subject specialists have ordered from catalogs, book review sources, etc.

2. What are You Looking for When you Review Firm Orders

a. Review VI.A.2.a-f above.

C. Gift Shelves

1. Review shelves, identified with your name, as to gift books. These shelves include serials and monographs which have been given as gifts to the library. Sometimes titles which librarians and Order Department students have questions on regarding bindery repair, processing, etc. which may also be placed on your shelves.

2. Review once a week, at the same time as you review the Approval Order Book Trucks, and the Firm Order Shelves.

3. Procedures for reviewing Gift Shelves

a. Sort serials and monographs

b. Monographs

Look for titles which fit your collection development policy statements

If they fit collecting patterns, note the condition of the book. Does it need repair (and what level of repair). Are the pages brittle and irrepairable.

Be careful to note whether the title is a multivolume set and if this is only one volume of a set.

All titles, whether you decide to add or not to add, place a slip **(see example)** inside the book with your initials at the appropriate spot. Put the books on the appropriate shelves identified as "Add" or "Do Not Add," for monographs.

If a title which you decide to add needs some kind of bindery repair, place a bindery repair slip inside the book as well noting that you would like to have repair work done (see slip attached).

If you decide to add a title and want it to go to a specific named collection, please identify that collection on the slip.

c. Serials

Serials which you do not want, simply indicate on the slip attached to the serial and place on the "Do Not Add" serial shelves.

Serials which you believe we are already receiving and are in the collection, hand carry to the Serials Department for checking. If it is on serials record on the computer, they can handle from that point.

Serials which you would like to eventually add to the library's collection, you should take to your office for further work. **(See Section VIII and IX below for more information)**

VII. **Step 7 - Meeting With the People Who do the Behind the Scenes Work or The Work the Patron Never Sees or Understands**

Objectives

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1. To establish a dialog and to get to know the people you need to work with within the library who are in other departments and divisions.
2. To determine the philosophy, policies, and procedures under which each of the individuals and departments works.
3. To learn to work together as a team regardless of artificial organizational lines.

Assignments

1. Have at least a 1/2 hour meeting with either the head of or a member of each of the departments listed below.
2. Determine in this meeting the best working procedures, the important contact people, the role of the department in the collection development process.

A. Individuals with whom you should meet

1. Head of the Acquisitions Department

2. Head of the Serials Department

3. The cataloger(s) who are primarily responsible for the subject area(s) in which you collect.

4. Head of Circulation

5. Head of Special Collections and Archives and Manuscripts.

6. Head of the Current Periodical/Course Reserve.

7. The business manager.

VIII. Step 8 - Procedures for Identifying Serials

Objectives

1. To understand what constitutes a serial.
2. To understand the role of journal use in the research process in your discipline(s).
3. To understand the procedures and processes for identifying serials which are needed in the Lee Library.
4. To understand how to obtain a sample issue of a serial.

Assignments

1. **Identify and make a list of the major serials in your discipline(s).**
2. **Identify and make a list of the major serial indexes in your discipline(s).**
3. **Identify, through review of the serials indexed in one major index in your discipline, the titles which are not held in the Lee Library. Make a list of these titles.**
4. **Evaluate the need for each of these titles in the Lee Library collection.**

A. Defining a Serial: A publication in any medium issued in successive parts bearing numerical or chronological designations, intended to be continued indefinitely and generally bearing the same title for each issue. In an academic library serials are a tremendous ongoing investment, usually involving well over 50% of the Collection Development budget, and an investment which is generally paid in advance on a subscription basis.

B. Analyzing the differences between a serial and a monographic series.

C. Identifying Serials the Lee Library Should Have.

1. Publisher's brochures
2. Faculty and student requests.
3. Gift shelves, noted in VI.C.3. above.
4. By conducting serial title searches obtained from subject periodical indexes housed in our reference collections or other major subject discipline reference tools.

D. Obtain a Sample Copy of the Journal.

1. Use a form letter **(sample attached)** to obtain a copy from the publisher.
2. You will receive some copies on your Gift Shelves as noted above.
3. Faculty members may send you a copy or you can request a copy from a faculty member.

E. Questions to Ask Before Submitting an Order for a New Serial Titles for Subscription.

1. How is this serial needed in the Curriculum? Does it fill a gap in the subject field which is not adequately filled by other or another serial?
2. Where is it Indexed? Electronically/Paper or Both? and does this Library subscribe to the index or indexes?
3. What level collection am I supposed to maintain in

this subject: a level 2, 3, 4 or 5?

4. If I have a level 4 collection can I identify what research is being conducted in this subject area which would justify the purchase of this journal?
5. Is there another serial title in this subject area which I should cancel in order to obtain this newer serial?

IX. **Step 9 - Procedures for Obtaining New Serial Titles After Answering the Questions Noted Above.**

Objectives

1. **To understand how to complete the Serials Jutification form.**
2. **To understand the approval steps and ordering process for new serials.**

Assignment

1. **Complete a Serials Justification form.**
2. **Establish a procedure for tracking your serial requests.**

A. Complete the Serials/SO Justification Form for each Title Requested **(attach an example of a blank and a completed form)**

B. Attach a sample copy of the journal.

C. Photocopy the Serials/SO Justification Form.

D. Establish a procedure for keeping track of your serial requests.

X. **Step 10 - Procedures for Evaluating the Existing Subject Collections.**

Objectives

1. **To learn how to determine subject collecting gaps .**
2. **To learn the procedure for obtaining the titles identified as needed in the collection.**
3. **To learn how to identify what titles and subject areas are being used in the collection.**
4. **To learn how to review a vendor or dealer.**
5. **To learn the procedures and reasons for conducting inventories.**
6. **To understand how to conduct a storage review program.**
7. **To learn how to weed or deselect material in your collection.**

8. **To understand the reasons and the procedures for conducting availability and accessability studies.**
9. **To learn how to successfully analyze, report and communicate the results of your assessments.**

Assignments

1. **Plan, conduct, analyze, report, and communicate the results of an assessment. One or more techniques of assessment may be used in this first attempt.**
2. **Plan, conduct, analyze, report, and communicate the results of an inventory.**
3. **Plan, conduct, analyze, report, and communicate the results of a storage review program.**
4. **Plan, conduct, analyze, report, and communicate the results of a weeding and deselection program.**

A. Guiding Principle

A meaningful evaluation can take place only if there is a written collection development policy statement for the subject or a portion of the subject under evaluation. The collecting levels in the policy statement can serve as guides against which the collection is being measured. The evaluative techniques may even demonstrate where the policy needs to be changed or the collecting patterns adjusted.

B. Planning the Evaluation

1. Define the purpose of the study and the evaluation techniques to be used.
2. Determine what data needs to be gathered and what techniques are to be followed.
3. Determine the method of data collection and analysis in advance, especially if data analysis is to be done by computer.
4. Determine how the results will be presented, used and disseminated, and who the intended audience will be--department chairman, assistant university librarian for Collection Development, the Library Director, Accreditation Team, Faculty member.
5. Consider whether comparability of results is desirable, for the purposes of coordinating collection development programs or to determine if your collection is consistent with other similar academic library collections.
6. Estimate costs. Include an estimate of how long the study will take, how much it will cost, and how much each separate activity will contribute to the results sought.

C. Definitions

1. Collection-centered Evaluation techniques are used to determine the size, scope or depth of a collection, or segment of a collection as well as how often a book, periodical, or segment of a collection is used and by what user group. Sometimes these techniques are used in comparison with external standards such as the National Shelflist Count or the holdings of a library with a comprehensive collection in your subject.

2. Client-Centered evaluation focus on the person or groups using the books, periodicals, or segments of the collection.

D. Collection-Centered Measures

These measures focus on whether the library has obtained the material which it really needs; whether the library still needs this material; whether the vendors and dealers are meeting the library's needs; whether the library records are accurate; what condition the material is in; and which materials should be placed in storage, when storage is the only solution to space problems.

1. Checking Lists, Catalogs, Bibliographies

   a. Types of lists.

   b. Advantages

   c. Disadvantages

2. Circulation Studies, In-house and out-of-house.

   a. Reasons for Circulation studies.

   b. Advantages

   c. Disadvantages

3. Compiling Comparative Statistics

   a. Types of studies

      Size of the collection

      Growth Rate

      Expenditure for Library Materials

Collection Overlap

b. Advantages

c. Disadvantages

4. Conducting Inventories

A procedure whereby monographs or serial holdings on the shelf are directly compared with the library's holding records.

a. Procedures and Forms Reviewed

b. Analysis and Report Writing.

c. Advantages

d. Disadvantages

5. Vendor and Dealer Review

A process of studying the effectiveness of vendors and dealers through a review of profiles and receipt of titles.

a. Procedures

b. Analysis and Report Writing

c. Advantages

d. Disadvantages

6. Storage Review Program

There is one primary objective for placing a portion of the collection in storage: to make prime space available in the open stacks for materials that are in greatest demand.

a. Blocks of Materials for Storage.

The selection of blocks of materials for storage, such as specific call number segments or single categories of materials, can be implemented on a broad or limited basis. Infrequently used classes and types of material particularly susceptible to damage are sometimes considered for group transfer to storage.

a. Identification of materials for transfer to storage.

Actual Use studies, in and out of house

Analysis of shelf time (i.e. length of time a book remains on the shelf between successive uses or the last use as indicated in an automated circulation or a date due slip)

Spine marking or flagging methods.

Interlibrary Loan Use

Projected Use Criteria and Methodologies

Sometimes measurement of actual use may not be practicable. Use can be projected on the basis of an item's quality or utility to the user, using such factors as language, publication date, accession date, subject field, or type of publication.

Advantages

Disadvantages

c. Communications

After studies have been conducted the information should be shared with appropriate librarians and faculty so that nothing placed in storage will come as a surprise to interested parties.

7. Weeding and Deselection Review Program.

a. Deselection Principles

Monographs

Serials

b. Deselection Identification

Monographs

Serials

E. Client-Centered Measures [focuses on the library user]

1. Survey of User Opinions

   To assist in determining how well the library's collections meet the user's information needs.

   a. Advantages

   b. Disadvantages

2. Shelf Availability Studies

   To determine whether or not an item presumed to be in the collection is actually available to the user. Actually conducted by the user.

   a. Advantages

   b. Disadvantages

3. Analysis of Interlibrary Loan Statistics and Titles

   Used to help identify areas where the library may not be meeting the patrons needs, to identify needed journal titles, and to monitor resource sharing agreements.

   a. Advantages

   b. Disadvantages

4. Document Delivery Tests

   Similar to Shelf Availability studies, but the searching is done by library staff. Document delivery tests evaluate the capability of a library to provide users with the items they need at the time they need them.

   a. Advantages

   b. Disadvantages

5. Citation Analysis

   Citation analysis consists of counting and/or ranking the number of times titles are cited in references, bibliographies, or indexing and abstracting tools and comparing these figures.

   a. Advantages

   b. Disadvantages

6. Circulation Studies

Circulation studies could be viewed as collection centered when the primary focus is to determine what titles or groups of titles are being used. A client centered study might be concerned with the users themselves as well as the kinds of titles being used.

a. Advantages

b. Disadvantages

F. Analyzing and Writing up the Results

The length and detailed nature of the report will, of course, depend upon the size, purpose, and structure of your evaluation. There is no standard length for a report, a short three page evaluation may be as vitally important to the building of a collection as a lengthier report and study.

1. Review your Planning Questions and Procedures

2. Include the following Sections in Your Report

a. Purposes for the Evaluation

b. If you used a list checking procedure identify the title of the bibliography and evaluate it's completeness and usefulness in the field you were studying.

c. Report the results.

This section may include tables, graphs, and lists as well as narrative.

d. Analyze the Results

Determine if your objectives were met through the use of the techniques employed.

Identify and compare with other studies you have conducted, if appropriate and related.

Carefully review the tables, graphs, and/or lists to identify patterns, problems, and concerns.

Bring the study together with a conclusion and if appropriate, identify further studies you

would like to do to complete your work on this particular topic or subject.

List action items, with dates, whereby you intend to follow through on the information obtained from this evaluation.

If appropriate attach appendices to the report, which might add to the information in the body of the report. These might include: lists of titles which you would like to order; titles missing in the collection; specific titles which you feel the library should purchase second copies based on circulation studies, examples of forms developed for the study, etc.

G. Disseminating the Report

a. Checklist of librarians who should routinely receive a copy of your assessments.

Department Chair
Collection Development Coordinator
Assistant Univ. Librarian for CD and Public Services

b. Faculty Dissemination [Varies depending on study]

Appropriate Faculty Library Representative
Appropriate Department Chair
Appropriate Faculty

c. Review Results with appropriate faculty.

Faculty could have been included in the planning phase, the data collection phase, or the analysis phase, but certainly when the report is completely written, it should be shared with certain faculty. You may not receive the input from them that you would like, but the fact that you included them in the study is perhaps most important.

XI. **Step 11 - Planning and Scheduling Your Collection Development and Management Responsibilities.**

Objectives

1. **Learn to schedule your time in order to permit you to conduct the day-to-day collection building activities.**
2. **Learn to schedule blocks of time for assessments,**

inventories, weeding, and storage studies in the same way that you schedule the reference desk and library use instruction.

3. **Learn what your priorities are supposed to be as a subject specialist.**

Assignments

1. **Establish a weekly collection development routine in writing.**
2. **Establish a one year goal for collection evaluation and assessment.**
3. **After one to two years as a subject specialist establish a five year plan for collection development and management activities.**

Each of the areas of responsibility for collection development and management described in the outline above require a multitude of different approaches, tasks, time frames, and in-depth knowledge of the collections with which you work. Some of the tasks described above can be completed quickly, but others require blocks of time for studying, analyzing, and reporting your collection management and development activities. One of the greatest challenges we have in the library is to juggle not only our CMD activities, but to juggle them along with our reference, and library use instruction activities.

A. Scheduling the day-to-day collection building activites [i.e., reviewing exclusion slips, dealer catalogs, reviewing book trucks in the Order Department, etc.]

1. Establish a time each week when you will devote the time necessary to conduct these activities. [Recognizing that this may get altered because of library use instruction lectures, or other people demands which can't be forseen]

2. Make it a priority, not something you do after everything else. [Does this mean you have to give something up, is there something you can give up?]

B. Scheduling Assessments and Evaluations

1. Plan assessments well in advance, in fact establish a five-year plan identifying the most critical areas of your collections which you feel need to be assessed. [Recognize that circumstances may change the particulars of the plan, but not the concept]

2. Plan each assessment so that the bibliographical searching, inventorying, or the data gathering can

be accomplished by you or a student assistant or department assistant throughout the year.

3. Set aside time during the least busy times of the year for you in regards to reference/research activities, and bibliographic instruction, to analyze and write your assessment reports.

4. Work with you Department Chair, and the Collection Development Coordinator to determine the scope, time frame, technical expertise, and the personnel assistance you will need to accomplish the assessment.

5. If your assessment will involve any other departments, i.e., Catalog Department, Order Department, discuss with the appropriate members of the department your project and time frame.

6. If you need more assistance on the project talk with the Collection Development Coordinator and your Department Chair to see what can be arranged.

Brigham Young University

CHECKLIST FOR
COLLECTION DEVELOPMENT AND MANAGEMENT TRAINING

Name _____ Department _____

1. Step 1 - Collection Development and Management at the Lee Library: an Overview

   Date _____

   Trainer _____

   Assignment Completed _____

   Review Date _____

2. Step 2 - The Collection Development Policy Statement

   Date _____

   Trainer(s) _____

   Assignment 1 Completed _____
   Assignment 2 Completed _____
   Assignment 3 Completed _____

   Review Date _____

3. Budget Allocation for Collection Development

   Date _____

   Trainer(s) _____

   Assignment 1 Completed _____
   Assignment 2 Completed _____

   Review Date _____

4. Step 4 - Procedures for Obtaining Books and Monographs

   Date _____

   Trainer(s) _____

   Assignment 1 Completed _____
   Assignment 2 Completed _____

Assignment 3 Completed _____
Assignment 4 Completed _____

Review Date _____

---

5. Step 5 - Faculty Liaison/Library Communications

Date _____

Trainer(s) _____

Assignment 1 Completed _____
Assignment 2 Completed _____
Assignment 3 Completed _____
Assignment 4 Completed _____

Review Date _____

---

6. Step 6 - Reviewing What has been Received Prior to its Being Cataloged

Date _____

Trainer(s) _____

Assignment 1 Completed _____
Assignment 2 Completed _____

Review Date _____

---

7. Step 7 - Meeting with the People Who do the Behind the Scenes Work or the Work the Patron Never Sees or Understands

Date _____

Trainer(s) _____
_____
_____
_____
_____
_____

Meeting 1 with _____ Date _____
Meeting 2 with _____ Date _____
Meeting 3 with _____ Date _____
Meeting 4 with _____ Date _____
Meeting 5 with _____ Date _____
Meeting 6 with _____ Date _____
Meeting 7 with _____ Date _____

Review Date(s) _____

8. Procedures for Identifying Serials

Date _____

Trainer(s) _____

Assignment 1 Completed _____
Assignment 2 Completed _____
Assignment 3 Completed _____
Assignment 4 Completed _____

Review Date _____

9. Procedures for Obtaining New Serial Titles After Answering the Questions Noted Above

Date _____

Trainer(s) _____
_____

Assignment 1 Completed _____
Assignment 2 Completed _____

Review Date _____

10. Procedures for Evaluating the Existing Subject Collections

Date(s) _____
_____

Trainer(s) _____
_____
_____

Assignment 1 Completed _____
Assignment 2 Completed _____
Assignment 3 Completed _____
Assignment 4 Completed _____

Review Date(s) _____
_____

11. Planning and Scheduling Your Collection Development and Management Responsibilities

Date _____

Trainer(s) _____

Assignment 1 Completed _____
Assignment 2 Completed _____
Assingment 3 Completed _____

Review Date(s) _____

_____

COLLECTION DEVELOPMENT TRAINING

1. Library Budget
   - Source: State funding, student library fee, grants, gifts
   - Structure of total budget: personnel, maintenance & operations, collections (includes OCLC and binding)
   - Strategic Plan, component analysis

2. Materials Budget
   - OCLC
   - Ready Reference Searching
   - Binding
   - Combined Subject allocation:
     - serials
     - firm orders
     - approvals

3. Selection
   - Become familiar with size and focus of existing collection: review LC classification, shelf lists, stacks
   - 2-year retrospective acquisitions report available upon request
   - Review files of previous subject librarians
   - Review of related subject areas with other subject librarians
   - List of current subscriptions (e.g. look at issues in Current Journals Room)
   - Examine items in reference collection and the Electronic Publications Center
   - Update appropriate library guide(s)
   - Review collection development policies
   - Review Library Gopher menu and contents

   Reviews
   - Blackwell North America slips, Choice cards, major book review journals which are routed
   - Reviews in subject-specific journals
   - Lists of best books
   - Subject bibliographies
   - Citation indexes

   Schedule for ordering books is published each Fall.

Collection Development Training, (con't)

4. Faculty Liaison work
   - List of faculty, their research interests and courses taught
   - Liaison appointed by each department
   - Author searches in computer databases: Director of American Scholars, etc.
   - Review course catalog: level of degree programs, concentrations, and required courses for each degree
   - Send letter of introduction to faculty
   - Meet with as many faculty as possible
   - Send new acquisitions lists to faculty
   - Be selective in putting books on list; delay sending out list for about 6 weeks so that books will be cataloged and in the stacks

5. Collection Management Committee and Subject Librarians' Meetings

6. Periodic Collection Reviews

   - Price estimates
   - Citation studies
   - Article availability study
   - Work with faculty and other librarians

NOTE: Numbers 1 and 2 above are covered by the Heads of Acquisitions and Serials, respectively. The remaining points are discussed with the Assistant Director for Collections. To be added to the document is a section for Internet collection development, with a meeting to be scheduled with a member of the Gopher Group.

Howard University

BIBLIOGRAPHER'S ORIENTATION

1.0 The Environmental Context

- 1.1 An Overview of Academic Affairs and Health Affairs
- 1.2 Organization of the University Libraries

2.0 The Bibliographer's Role and Responsibilities

- 2.1 Primary Assignments
- 2.2 Secondary Accounts (Substitute Reviewer)
- 2.3 Account Codes
- 2.4 Statistics and Activities Report

3.0 Advisory Groups.

- 3.1 Administrative Heads
- 3.2 Faculty Liaisons

4.0 Collection Development Policies.

- 4.1 Guidelines for Policy Formulation
- 4.2 Draft Statements

5.0 Approval Profiles.

- 5.1 Blackwell North America (BNA)
- 5.2 Midwest Library Service

6.0 Library Materials Budget.

- 6.1 Standard (Firm) Orders
- 6.2 Approval Books
- 6.3 Renewals
- 6.4 New Subscriptions
- 6.5 Backfiles
- 6.6. Binding

7.0 Procedures.

- 7.1 Book Order Requests.

- 7.1.1 Rush Reserves
- 7.1.2 Reference
- 7.1.3 Duplicate Copies
- 7.1.4 Replacement Copies
- 7.1.5 Expensive Items
- 7.1.6 Out-of-Print Items

7.2 Approval Books.
- 7.2.1 Special Treatment (e.g. Rush, Reference, Permabind)
- 7.2.2 Referrals
- 7.2.3 Rejects
- 7.2.4 Weekly Log
- 7.2.5 Book Jackets (Covers)
- 7.2.6 Form Selections

7.3 Serials
- 7.3.1 New Subscription Requests
- 7.3.2 Subscription Rate Increases
- 7.3.3 Retention/Format Decisions
- 7.3.4 Cancellation Requests
- 7.3.5 Serial Problems

7.4 Monographs and Monographic Series
- 7.4.1 Monographs Adjustments (Processing)
- 7.4.2 Account Adjustment (Transfers)
- 7.4.3 Cancellation Requests

7.5 Gifts
- 7.5.1 Needs Assessment
- 7.5.2 Evaluation
- 7.5.3 Processing
- 7.5.4 Referrals

7.6 Trial Subscriptions and Examination Copies

8.0 Projects.

8.1 Faculty and Departmental Surveys

8.2 Collection Review and Analysis (Conspectus)
- 8.2.1 Existing Collection Strength (ECS)
- 8.2.2 Current Collecting Intensity (CCI)
- 8.2.3 Desired Collecting Intensity (DCI)

UNIVERSITY OF NEBRASKA-LINCOLN LIBRARIES

LIAISON LIBRARIAN TRAINING

Month	Activity	O/P*	KEY PERSON 1	KEY PERSON 2	KEY PERSON 3	KEY PERSON 4
0	Glossary-Acq. Manual-Expansion?	P				
1	Approval Plans-Procedure/Slips	P	A.A.	Supervisor	Acq	
1	Collection Devel. C.-Goals & Obj	O	A.A.			
1	Priorities-Library-Collect.Dev.	O	A.A.			
1	Purchase Decisions-What to Buy	O	A.A.	Supervisor	BkChrs	
1	Research Collection	O	A.A.	Supervisor		
1	Serials	O	A.A.	Supervisor		
1	Curriculum-Balancing UGrad-Grad	O	A.A.	Supervisor		
1	Approval Plans-Thesaurus	O	Acq.	A.A.		
1	Approval Plans-Profile	O	Acq.	A.A.has copy	Chair	
1	Deadlines/Timeframes	P	Acq.	Supervisor		
1	Priorities-Individual & Work	O	Chair	Reap'tComm		
1	Selection Sources	O	Chair	Supervisor		
1	Who Does What	O	Chair	Manuals	A.A.	
1	Curriculum	O	FAC	Class Sch.	Syl'i	Bull'n
1	Historical information	O	Files	Chair	A.A.	
1	Accounts--Materials Budget	P	J.J.	A.A.	Chair	
1	Acq. Policies Procedure Manual	P	J.J.	Chair		
1	Exam Shelf Review	P	J.P.	Acq.Man.	A.A.	
1	Ordering Routines	P	J.P.	Supervisor	J.J.	
1	IRIS Catalogs	P	S.H.			
1	OCLC	O	S.H.			
1	Book Chairs/introduction	O	Super.			
1	Files-Technical Services	P	TS Ch's	Supervisor		
1	Materials Workflow-Who Notified	P	TS Ch's			
1	CD-Statements-Philosophy	O		Supervisor	A.A.	
2	Collection Devel.-How others do	O	A.A.	Supervisor		
2	Publishing Industry Trends	O	A.A.	J.J.		
2	Fund Management/Use of Reports	O	Acq.	Supervisor		
2	Interlibrary Loan	P	B.Z.	Chair		
2	Reserves	P	C.T.	D.P.		
2	Learn Collections	O	Chair	A.A.		
2	PS Program Groups	O	Chairs			
2	Academic Depart. Activities	O	FAC			
2	Government Documents	P	J.F.	Chair		
2	Copyright	P	KA			
2	CODA Policies	P	Read	Chair	A.A.	
2	Microforms	P	T.Mc.	Chair		
2	Publishing Industry Trends	O				
3	Collect.Managem't-Decision Mkg	O	A.A.	TS Chairs	Super	
6	Collection Analysis	O	A.A.			

* O Overview (Timeframe)
* P Policy (Timeframe)

Lockwood Library, State University of New York at Buffalo.

Please contact Charles D'Aniello if you would like copies of sections of this manual.

716-645-2818

LML COLLECTION DEVELOPMENT/REFERENCE BIBLIOGRAPHERS' MANUAL
JUNE 1994

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TEMPLE UNIVERSITY

CHECKLIST FOR TRAINING OF NEW CLS SELECTORS

May 1994

==========

ADMINISTRATION AND ORGANIZATION OF COLLECTION DEVELOPMENT

1. Brief overview

2. Collection Development Services (CDS)
   a) Position descriptions
      Bibliographer
      Selector
   b) CDS Directory
   c) Appraisal of Selectors
   d) Notify Systems Office to add new Selector to Gem for Collection Development Activities Group and appropriate subject division group(s)
   e) CDS Office and Search Room
      Staff members and student assistants--who does what
      Procedures involving part-time Selectors
      Telephone system
      Computer equipment and other physical facilities
   f) Selector's own office space

3. Collection Development Committee (CDC)
   a) CDC charge and membership
   b) CDC subcommittee charges and memberships
      Subcommittee for Selection of Electronic Resources
      Subcommittee on Newspapers

LIBRARY MATERIALS FUNDS AND ACCOUNTS

1. The materials budgeting process
   a) The budget cycle
   b) The fiscal year, with emphasis on fact that unspent budget funds are not carried over

2. Annual budget vs. library endowment and gift funds
   a) The six account lines for one-time and serials orders and types of materials covered by each
   b) Allocations for one-time purchases (Books and Electronic Media)
      List of current year's allocations to branch libraries and Paley Selectors

3. Acquisitions codes
   a) How they are constructed
   b) How they relate to numbered expenditure lines (7885 Books, 7889 Electronic Media, 7525 Electronic Serials, 7886 Periodicals, and 7887 Continuations)
   c) List of codes arranged by subject division

BEST COPY AVAILABLE

SELECTING AND ORDERING MATERIALS

1. Approval plans
   a) What an approval plan is; plans we have
      How profiles are developed
      How to interpret relevant subject profile(s)
   b) The weekly shipment/selection schedule
      Selection procedures
      Relevant Acquisitions Department procedures
   c) Interdisciplinary and Alternative Materials
      Referrals to and from other Selectors

2. Firm orders
   a) Definition; how they differ from approvals
   b) Use of Book Request Forms (BRFs)
   c) Distribution and use of
      Selection forms
      Choice cards
      Publisher/dealer catalogs, flyers, etc.
   d) Request for Purchase of Library Materials form
   e) Temple faculty and staff publications
   f) Automatic/Classic Replacement policy and procedure; selectors' responsibility for other replacements
   g) Out of print materials
   h) Major Purchases and Electronic Resources
      Definitions
      Role of the CDC
      How to recommend titles
      Cost and type restrictions

3. Encumbrances
   a) What encumbering means
   b) Keeping track of encumbrances; reporting them to the coordinating Bibliographer

4. Serials orders
   a) Use of Serial Request Forms (SRFs)
   b) Serials cancellation/substitution policy, procedure, and form
   c) Charging serials to the Books budget account
   d) Assignment of acquisitions codes to serials in the Geac Acquisitions module (Explain the status of this as an ongoing project for Acquisitions and CDS staff.)

5. Gifts policy and procedure
   a) Acquisitions Department responsibilities
   b) Selectors' responsibilities
   c) Serials regularly received as gifts
   d) Serials subscriptions paid as gifts

6. Searching
   a) Pre-order searching
      Responsibilities of Acquisitions and CDS
      CDS procedures
   b) Gifts searching/shelf-checking
   c) Damaged books searching/shelf-checking

7. Using the Geac Acquisitions Module
   a) How to find information about monograph and serials orders
   b) Monitoring allocations
      Current encumbrance/unspent balance
      200% of allocation entered each year; Selector may commit no more than 100%
      Funds carried forward from previous fiscal year
   c) Standing orders predating Geac

8. Using other online and printed databases
   a) CLS public catalog (opac and card) and shelflist
   b) Blackwell NTO
   c) RLIN
   d) Books in Print
   e) Other?

MANAGING AND ASSESSING COLLECTIONS

1. Collection management routines
   a) Damaged paper materials procedure and form (routine throughout the year)
   b) Reviewing stacks for unbound unaccessioned volumes (annual routine)
   c) Involvement in retention decisions relating to Paley reference collections (irregular routine)
   d) Withdrawals (irregular routine)

2. Weeding
   a) Paley Weeding Project, Phase I
      Goals; current status of the project
      Criteria for withdrawal from the collection
      Weeding withdrawal forms
      Review of withdrawal forms for interdisciplinary interests
   b) Science weeding project (Paley and the science libraries)
      Procedure, as a model for Phase II general weeding

3. Management of current serials
   a) The Current Serials Collection Management (CSCM) Database
      Description and purpose
      How to use it
      Planned expansion of subject areas included
   b) Cancellation projects
      Background:
        The national serials cost crisis

History of cancellation projects in the CLS
Science serials cancellation project, begun in 1994:
Role of the CSCM Database
Procedure for involvement of faculty

4. Collection assessment
   a) Purposes and methods
   b) The Conspectus (see Collec.Mgt. 18,3/4(1994):1-31 for history, uses, problems):
      Parts completed at Temple; dates
      Online version
   c) Handling of collection assessment requests from departments and colleges

5. Conservation and preservation
   a) Routine conservation techniques
   b) The CLS disaster plan

SELECTORS' INTERACTIONS WITH OTHER CLS UNITS

1. Overview
   Access Services, Acquisitions & Processing, Bibliographic Services, Reference & Information Services, the Systems Office, Special Collections, branch and departmental libraries

2. Staff member functions

3. Important files and databases

INTELLECTUAL ASPECTS OF COLLECTION DEVELOPMENT AND MANAGEMENT: THINGS A NEW SELECTOR SHOULD DO

1. Develop a general knowledge of collection development and management theory and practice.
   The CDS Office collection of books and serials
   Useful journals to have routed

2. Review recent CLS collection management statistical reports.

3. Identify important selection tools in your subject.

4. Find out from your coordinating Bibliographer or the Associate Director what the approval vs. firm order expenditures have been in your subject for the last two or three years; also recent Major Purchases.

5. Identify and scan core journals in your subject area.

6. Liaison activities
   a) Review course offerings of the departments whose programs you support; identify the degree levels offered.
   b) Identify department chair(s) of these department(s);

identify the department's library committee members or liaison person; if there is none, ask the department chair about appointing someone.

c) Find out if the department publishes papers, technical reports, or a journal that might help you understand their research interests.

d) Identify faculty members' chief research interests; find out how many graduate students they have at coursework and dissertation levels.

e) Ask faculty about current and expected future trends in the discipline; identify a couple of journals you should regularly scan to keep up with trends.

f) Find out the number of undergraduate majors in the department(s); try to identify undergraduate courses likely to require heavy library use (i.e., require research papers).

g) Review the draft collection development policy for your subject area with the department(s) your collection supports and update it.

Distribution: CDS Manual (AD and CDS copies)
Bibliographers

INTRODUCTION TO THE COLLECTION DEVELOPMENT AND PUBLIC SERVICES DIVISION FOR TRAINING OF A SUBJECT SPECIALIST

I. Mission and Goals of the Harold B. Lee Library (1980)

Mission

The Harold B. Lee Library, a major educational and cultural resource of Brigham Young University, The Church of Jesus Christ of Latter-day Saints, the local community, and the State of Utah, exists to acquire, preserve and make available for use a collection of the recorded knowledge of mankind in support of the goals of the University, to assist patrons in finding and using these resources and information resources elsewhere and to foster and encourage learning and scholarship.

Goals

The following broad goals have been designed to serve as a basis for the formulation of goals, objectives and operational decisions within each administrative unit of the library.

1. General management goals

   a. Establish an administrative structure that will assure maximum effectiveness in innovative planning and decision making, communications, production, and services.

      1) Maintain a management attitude of openness and responsiveness to permit all members of the staff to make maximum contributions to the decision-making process.

      2) Foster policies and procedures to allow decisions to be made at appropriate levels within the organization, based on the best knowledge available.

      3) Establish a program for regular, well-planned departmental and administrative meetings to provide effective communication and staff involvement in planning and decision making.

   b. Establish relationships and lines of communication with the University administration to ensure

library involvement in the consideration, planning and approval of new or improved academic programs.

c. Develop effective interdepartmental cooperation and coordination and staff participation by providing for meaningful committee and task force activity that will make the best possible use of staff talent and representative points of view.

d. Provide for intelligent, cost-beneficial changes and improvements through regular analyses and evaluations and internal studies at all levels of the library organization.

e. Use internal publications, such as minutes of the various administrative meetings, the library newsletter, University Librarian's office memos and reports to record and disseminate information about library activities and decisions and changes in library policies and procedures.

f. Formalize effective programs for short- and long-range planning and budget support based on established priorities and annual reviews to meet the changing needs of teaching and research.

g. Make efficient and effective use of resources by continuing, with limited exceptions, the physical and administrative centralization of the library system, and consider branch libraries only when justified and after formal approval by the Library and University administration.

h. When an approved branch has been established, such as the Clark Law Library, provide for maximum cooperation and coordination to minimize the duplication of resources and to make the materials and services effectively available to the entire University community.

i. Manage library operations to make the most effective and efficient use possible of time, personnel, supplies and physical facilities.

2. Obtain adequate financial support for the various library programs

a. Prepare convincing and documented budget requests for the University administration to obtain budget allocations sufficient to maintain a level of excellence in library collections and services.

b. Cultivate sources for gifts and outside funds to help ease the effects of the spiral in the cost of library materials and the corresponding pressures resulting from more people needing more information about expanding fields of knowledge.

1) Continue to promote and develop the Friends of the Library program as a means of involving interested University alumni and friends in improving and extending the benefits and influence of the Library.

2) Continue to promote and develop the Library Memorial program as a productive and attractive way patrons of the University can memorialize friends and loved ones.

3) Cultivate a close working relationship with the Church development program so this agency is regularly reminded that the library is an appropriate recipient of gifts from alumni, faculty, and other donors.

3. Attract and retain library staff with a high level of ability, training, and growth potential

a. Recruit professional librarians, clerical staff, and student employees who possess high intellectual capacity, character compatible with the principles of the gospel, a dedicated commitment to the University and the ability to work effectively with others in achieving its goals.

b. Improve the competence and performance of library personnel by: 1) Promoting effectively planned and executed in-service training programs throughout the library, and 2) Supporting professional development opportunities for library faculty members and administrative staff.

c. Employ qualified minority group workers in active support of the University's Affirmative Action Program.

4. House services and resources in space that ensures proper conditions and security of the collections, provides for the comfort and study requirements of users, promotes efficient staff operations and enhances general library operations.

5. Actively participate in state, regional and national cooperative programs to provide improved library services

and resources at reasonable costs.

Operational Goals

1. Use new advances in technology and automation in library operations as their development promises efficient, significant improvement in making needed resources readily accessible.

2. Develop library collections to meet the needs of current and anticipated university instructional and research programs in support of the successful achievement of the goals for Brigham Young University.

3. Provide efficient and effective acquisitions and cataloging programs to make materials quickly accessible to patrons through accurate and easy to use catalogs, indexes and collection guides.

4. Provide effective and efficient library patron services so that library users will have maximum ready access to library information and materials they need.

5. Provide all of the above in a way that will foster and encourage learning and scholarship.

II. Mission and Goals of the Collection Development and Public Services Division

Mission

The primary mission of the division is to develop, manage, and provide access to library collections and other information resources that support the university's curriculum, student and faculty research, and selected leisure reading. A secondary mission is to support the Lee Library's cooperative commitments to the Utah Valley Family History Center, the Research Libraries Group (RLG), the Utah College Library Council (UCLC), and OCLC Inc. The division also provides selected services to holders of library use cards, to members of the Church of Jesus Christ of Latter-day Saints, and to members of the local community.

Goals

The mission of the division is carried out by pursuing goals in six areas; collection development and management, reference and research services, library use instruction, faculty liaison, employee training, and professional development. This document will reproduce only the areas of collection development and management, and faculty liaison. The enabling objectives of these goals are:

Collection Development and Management

1. Establish and maintain collection development policies that guide the library's acquisition of materials in support of the curriculum, student and faculty research, selected leisure reading, and consortial commitments.

2. Select materials, in accordance with collection development policies.

3. Operate assessment and management programs that identify significant gaps in collections, report collection use patterns, determine the availability of materials, inventory holdings, set reclass priorities, weed unnecessary or inappropriate materials from the collection, assess the preservation state of materials, and evaluate space and environmental requirements for collection housing.

4. Protect materials by establishing and enforcing rules for using library collections.

5. Participate in local, state, regional, and national consortia that sponsor coordinated collection development and management programs.

6. Provide access to materials not held at BYU through interlibrary loan, commercial document delivery services, and connection to remote machine readable data files.

Faculty Liaison

1. Meet regularly with faculty members, department chairmen, and deans to promote library services, gather input on satisfaction with library programs, receive suggestions for improvement of the library, and act on those suggestions.

2. Meet regularly with department library representatives to coordinate selection of materials.

III. Library Subject Specialist

Subject specialists are responsible for a variety of functions in their subject area(s). These include collection management and development, library use instruction, and reference/research services. This introductory material will

concentrate on the collection management and development functions.

1. Develop and maintain collections in genealogy and family and local history in accordance with established policy.

2. Evaluate assigned collections through assessments and inventory projects.

3. Develop assigned collections by establishing approval profiles and submitting standing orders, serial subscriptions, and firm order requests.

4. Manage collections by identifying materials for preservation treatment, weeding, storage, reclassification, etc.

5. Develop and revise collection policies in genealogy and family and local history.

6. Meet with assigned faculty to review: the library's collection development policies and programs, including approval and standing order programs; research services you can provide; library use instruction; and to obtain a profile of each of the faculty to whom you are responsible.

7. Review with library faculty representative, if appropriate, the library's collection development policies and programs, and report regularly to representatives information on budget allocations, budget status, orders placed, and materials received.

IV. Definitions

1. Collection Development

The process of planning, building and maintaining a library's information resources in a cost efficient and user-relevant manner. Principle activities include the identification, selection, and sometimes procurement of locally appropriate materials; the allocation of the resources budget among different subjects and formats; collection management, analysis, and evaluation; liaison with library users; planning and implementation of resource sharing and related programs; and the determination and coordination of policies and procedures governing these functions.

2. Collection Management

Activities which are designed to optimize the use of

existing information and fiscal resources to assure maximally effective collection development and use. Techniques employed are collection analysis and evaluation; collection review for preservation, protected access, remote storage, or discard; use and user studies; vendor and dealer assessments; and other methods of study and measurement.

FACULTY-LIBRARY LIAISON:
GOALS AND GUIDELINES FOR SELECTORS

Faculty Liaison Task Force

Kent Underwood (Chair)
Angela Carreno
Sandra Fraser
Sue Schub

Bobst Library
New York University
October, 1990

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The Task Force gratefully acknowledges the contributions of our colleagues Peter Allison, Ree DeDonato, Catherine Egan, Carol Falcione, Meryle Gaston, Joan Grant, Steve Higgins, William Monroe, Susan Shiroma, Dorothy Swanson, Arthur Tannenbaum, George Thompson, Ann Volpe, Frank Walker, and Donald Yucht. In matters of both form and detail, this document is much indebted to: Catherine E. Pasterczyk, "Checklist for the new selector," *College and Research Libraries News* (July-August 1988), pp. 434-435; and *Bibliographer's manual: a guide to the General Libraries collection development program* (Austin: General Libraries, University of Texas at Austin, 1982), pp. 13-14.

. . .

Faculty liaison is an essential element of successful materials selection in a university library environment such as NYU's. As subject specialists, selectors are instrumental in seeing that the library's policies and services continue to provide appropriate support for teaching and research in their disciplines: selectors represent the library to the wider university community; reciprocally and dynamically, they communicate faculty needs and concerns back to the library, and are thus important agents in the evolution of the institution. The better a selector understands his or her academic constituencies on the one hand and the library on the other, the better and more rewarding the liaison work will be. An expertise, confidence, and credibility sufficient as to allow the selector to act effectively and with professional independence might be thought of as the ideal of the liaison role, and it is to that end that these goals and guidelines are addressed.

This document is designed primarily for selectors, but bibliographic selection does not exist in a vacuum. Particularly at Bobst, where most selectors have major public service responsibilities, it is natural that faculty liaison in one sector be mutually advantageous and enriching to the other. Well beyond selection, the liaison role is an opportunity to help promote and develop the full spectrum of library resources. At the same time, the climate of selector-faculty relations can be strongly influenced (for better and for worse) by factors outside a selector's direct responsibility or control; understanding the limits of one's position—knowing when to refer, when to facilitate, when to take charge of a problem—is also an important component of effective liaison.

These goals and guidelines seek to provide a structure to the working relationship between selectors and teaching faculty at NYU, doing so by way of suggestions rather than prescriptions. The six "goals" are generic and widely applicable to the majority of selectors anywhere, but the specific "possible approaches" are nothing more than a menu from which individual librarians can choose as appropriate to their own circumstances. Indeed, in the mosaic that is NYU, there can be no single blueprint, schedule, or yardstick for success, given the diverse institutional, historical, political, and personal dynamics that different selectors are going to encounter in their own areas of activity. Nor should the apparently linear progression from goal one to six be taken too literally. While goals one through five are in a sense preparatory and inward-looking in their emphasis on information gathering and study

("understand"), obviously none of this can go very far absent the nurture of active, personal contacts. Goal six ("establish and cultivate") must, then, come into play from the very beginning and throughout the process.

GOALS AND GUIDELINES FOR SELECTOR-FACULTY LIAISON

GOAL ONE. Understand the schools, departments, and programs relating to your subject throughout the University.

Questions. Which NYU schools have departments or programs in your subject?

Who are the faculty? Their ranks? How long in department? Administrative responsibilities? Any endowed chairs? Visiting professors? Vacant positions? Graduate students under each?

Number of undergraduate majors and minors? Graduate students? Post-doctoral? Who are teaching or research assistants or fellows? Their responsibilities?

Who is departmental secretary or administrative assistant?

Grants or other outside funding? Any affiliated research institutions? Publications under auspices of department? Departmental library? Other collections, special facilities, or resources? Direct departmental or faculty involvement in gifts or purchases for the library?

History of your subject at NYU? Present strengths and weaknesses of department? Its stature regionally and nationally? Professional awards to faculty? Past faculty or students of note? Future trends and prospects?

Formal faculty or student library committee or liaison within the department?

Possible approaches. Study NYU catalogs and bulletins.

Meet with department chair, with administrative assistant or department secretary, with department's library liaison.

Consult bibliographic indexes, grants and awards registers, *Directory of American Scholars*, other resources pertinent to your field.

Consult former professors or other authorities in the field whom you know.

Check published guides to colleges and universities.

Track publications and professional appointments of Ph.D. recipients.

Ask your bibliographer or others in the library with knowledge of your area.

GOAL TWO. **Understand the full range of curricular offerings relating to your subject.**

Questions. Degree programs and requirements? Courses, seminars, colloquia? For undergraduate majors, graduate students, general students? Interdisciplinary programs involving your subject? Courses in your subject in other departments or schools? New courses or programs being planned? Present ones being phased out?

Possible approaches. Study course descriptions and semester schedules.

Look at current and recent reserve lists, or browse reserve stacks.

Look at course reading lists and syllabi.

Visit NYU bookstore to examine required and recommended texts.

GOAL THREE. **Understand the research interests of faculty and graduate students.**

Questions. Subjects of publications and conference papers by faculty? Ongoing and planned projects? Editors or members of editorial boards? Members or officers in professional societies? Topics of graduate seminars? Of recent and in-progress dissertations?

Possible approaches. Obtain list of faculty publications from department, or compile one yourself. (Corollary: Check to see that Bobst's holdings are complete and up to date.)

Consult catalogs and course descriptions.

Ask departmental representatives or individual faculty about their interests and work.

Survey recent NYU dissertations in your field.

Ask graduate advisors or the students themselves about current students' research.

GOAL FOUR. **Understand faculty's and students' usage, expectations, perceptions, and attitudes regarding library collections and services.**

Questions. Materials for courses or research normally on hand when needed? (If not: Not in collection? Checked out? Missing and unaccounted for?) Use NYPL or other local libraries? How often, and for what kinds of materials?

Degree of awareness, use, and satisfaction with: Access and circulation policies? Reference, bibliographic instruction, interlibrary loan, media, other services? BobCat? Other automated utilities? Special collections? Any special requirements or unmet needs?

General degree of satisfaction with subject collection and with library overall? Satisfaction increasing or decreasing over time?

Possible approaches. Review reserve lists, or talk with Reserve Department personnel.

Review library's bibliographic instruction statistics.

Review circulation statistics, or check "date due" stamps in books to get a sense of circulation patterns.

Talk with other librarians or with administrators knowledgeable about the history of your faculty's involvement with the library.

Send out questionnaire, or discuss with faculty in person.

GOAL FIVE. **Understand and be able to discuss with faculty your own collection, your collecting policy, budgetary processes and limits, all library policies and services relevant to your constituency, and your own role within the library.**

Possible approaches. Thoroughly familiarize yourself with the library's collection development policy statement for your subject.

Look at the RLG or METRO conspectus report for your subject.

Obtain or compile a list of journal subscriptions and series standing orders in your subject.

Study files left by your predecessors. Talk with previous incumbents.

Begin to take your own measure of the collection by browsing the shelflist, checking standard bibliographies, or other assessment techniques.

Discuss the collection development policy, the budget-and-expenditures process, and other collection-related issues with your bibliographer.

Become conversant in all specialized reference and instructional resources offered by the library in your subject.

Meet with librarians in other departments to learn about the gamut of policies and procedures, in public and technical services, that affect your discipline.

GOAL SIX. **Always alert to the opportunities inherent in the mutual interdependence of collections, public services, and technical services, establish and cultivate lines of communication with faculty, and between faculty and the library.**

Possible approaches. Send letter introducing yourself to faculty as the library's specialist in their subject.

Initiate introductory meetings with department chair, with liaison to library, with secretary or administrative assistant, with individual faculty members, with graduate student representative or association.

Offer to introduce yourself at a full faculty meeting.

Tour the department.

Have your name put on the department's mailing list.

Look at departmental bulletin board, newsletters, etc.

Read general campus newspapers and newsletters.

Attend department-sponsored lectures, colloquia, performances, etc.

Attend departmental social functions.

Audit or enroll in a course in the department.

Attend meetings of pertinent professional societies locally or nationally.

Exchange NYU-NET addresses with faculty.

Take the initiative in orienting new faculty to the library.

Personally notify individual faculty of new acquisitions, services, or other matters of particular interest to them.

Write periodic reports summarizing recent additions to the collection and outlining your plans for the period ahead.

Send memo at beginning of each year giving overview of library services pertinent to your subject.

Consult with faculty about major initiatives (expensive purchases, new subscriptions or cancellations, retrospective acquisitions, etc.)

Discuss the library's selection and acquisitions processes with faculty to help put their requests in perspective and to help define your collecting priorities.

Use the collection development policy statement as a focus for discussion and as a way to elicit faculty concerns and priorities for the collection.

Meet periodically with department chair or faculty groups to discuss major issues and developments of mutual concern to the department and the library.

Take advantage of serendipitous encounters.

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University of Tennessee

Library Representatives Manual

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UNIVERSITY OF TENNESSEE

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Guide to the Use of this Manual

Collection Development provides this Library Representatives Manual to explain the expected role of Library Representatives in assisting the Libraries in collection development and management. Representatives appointed by academic departments work with library Selectors to communicate specific information relevant to departmental research and the needs of their students. The following pages explain library procedures for this process. The individual differences characterizing research tools and methodologies in the various disciplines will affect the specific information resources acquired for each department.

The collection development and management activities appropriate for each Library Representative will be determined on an individual basis through the guidance of assigned selectors. Representatives are encouraged to contact the Libraries through Selectors or Collection Development (see **Library Liaison Directory**).

Mission, Organization and Philosophy

The University Libraries acquire, maintain, and provide access to collections which support UTK's teaching, research and service programs and are committed to meeting the information needs of the entire community in order to provide the University with the best and most useful collection possible.

Library Representatives and Selectors work together to make appropriate collection development and management decisions. Regular interaction and communication between Library Representatives and Selectors create an atmosphere allowing each to understand the University's information needs. Using the expertise of both library and university faculty, the Libraries will provide for information needs within budgetary constraints.

Each year a committee of Selectors recommends allocations for each subject fund to the Associate Dean for Collection Services. These allocations are based on the funds available for materials in the Libraries' budget each fiscal year. Control of funds and the responsibility for their management rest with the University Libraries.

Library Representatives

Library Representatives are university faculty assigned by their departments to serve as liaison to the Libraries. In order to facilitate the exchange of information **Representatives**:

- make recommendations to **Selectors** for purchase of library materials.
- inform **Selectors** assigned to their subject areas about their students' and colleagues' needs for library materials.
- communicate changes in departmental programs to **Selectors**. *
- alert **Selectors** when departments have new faculty. *
- alert Collection Development of scheduled program and accreditation reviews. *
- communicate information about the Libraries to their academic departments.
- may invite **Selectors** to meetings of their academic departments to discuss library services or issues.
- attend semi-annual informational meetings.

* See Library Impact Worksheets

Selectors

Selectors are library faculty designated by the Libraries to serve as liaison to the academic departments. Many **Selectors** are liaisons to more than one department and all have other roles in the Libraries. As liaisons **Selectors**:

- are responsible for selecting materials for purchase using funds allocated to subject areas as well as other funds available for special needs. (See **Special Funds**, page 11)
- work within the budget to balance demands made by undergraduates, graduate students and faculty in each subject area.
- work with **Departmental Library Representatives** to identify specialized, subject-oriented needs of academic departments.
- alert Collection Development about Library Impact Reports submitted by **Library Representatives**. *

* See Library Impact Worksheets

Obtaining Materials for the Libraries' Collections

Several means of purchase are used to quickly and efficiently acquire library materials which are frequently available on the market for only a brief period of time. The three avenues of acquisition are described below.

Approval plans cover major trade and university press publishers. Books are received automatically from vendors who provide titles according to subject specific profiles. (See page 7)

Subject Allocations for Firm Orders are for one-time purchases. These include books, backfiles of periodicals, and materials in formats other than paper, *e.g.* videos, microfilm, sound recordings, and datafiles. (See page 8)

Continuations are for subscriptions and standing orders for materials purchased on a continuing basis, such as datafiles, periodicals, scholarly journals, and monographs in series. (See page 9)

Approval Plans

- **Approval** books are received automatically from vendors who supply books from major trade, academic and university press publishers. Vendors are guided by subject descriptions called profiles.

- **Profiles** define subject parameters and are established by **Selectors** in consultation with **Library Representatives**.

- **Approval** plans are an efficient way to acquire titles that support instruction and research.

- **Approval plans** have these benefits:

  1) **Selectors** can examine books rather than read reviews or select from lists.

  2) The cost of pre-order searching and ordering is eliminated.

  3) Books received through **Approval plans** arrive in a timely fashion and at a discount.

- Certain types of materials, such as introductory undergraduate textbooks, are generally excluded from **Approval** plans.

- **Selectors** examine materials biweekly. **Representatives** may look at these materials if they desire. **Representatives** receive notice of review from Acquisitions and Processing.

- Most materials received on **Approval** are accepted. In addition to faculty research needs, **approval** materials provide the kind of general information frequently sought by students.

Subject Allocations for Firm Orders

● The Libraries allocate funds for **Firm Order** purchases. **Firm Orders** are one-time orders for monographs (in any format) outside the scope of the **Approval Plans**. (See **Approval Plans**, page 7)

● Representatives may submit requests to **Selectors**. *

● Requests for **Firm Orders** should be accompanied by a brochure, a publisher's catalog or the most complete publishing data possible, including if known:

Author/editor
Title
Year/edition
Publisher
Price
Series title
Suggested supplier for foreign and out-of-print materials

● **Firm Order** funds may be used to purchase backfiles of periodicals, current volumes in a series, and other materials.

● In some cases a percentage of **Firm Order** money may be transferred to purchase current periodical subscriptions. Special justification is needed for such decisions. Contact the **Selector** for more information.

*See **Library Guide #36**

Continuations

Continuations are orders for subscriptions and standing orders for materials (such as periodicals, journals, or serials) which are issued on a continuing basis. Ongoing review of **continuations** is necessary to balance the needs of library users and budgetary constraints. It is the responsibility of the UTK Libraries to provide the information students and researchers need while staying within the budget.

● The escalating costs of journals and other subscriptions, along with fluctuations in the strength of the U.S. dollar, have strained library budgets everywhere. The result is that money designated for other library materials could be consumed by the rising costs of journals.

● Libraries frequently have to pay much more than individuals for subscriptions.

● Information from periodicals can be obtained by methods other than subscriptions, such as interlibrary loan, full-text electronic databases, document delivery, and table of contents services. For more details see Library Guide #156 Library Services for Faculty or contact the **Selector**.

● Library Express (ph# 4-0021) will deliver copies of articles to campus offices of graduate students and faculty.

Special Locations

Some materials purchased with regular fund allocations require housing in special locations.

- AUDIOVISUALS: Regular fund allocations are used for materials such as videotapes and audio compact discs which are housed in special locations in Hodges Audiovisual Services or branch libraries. Contact your assigned **Selector** with requests for audiovisual materials.

- BRANCH LIBRARIES: Contact Branch library **Selectors** about materials requested for Branch libraries.

Agriculture-Veterinary Medicine	4-7338
Cartographic Information Center	4-4315
Music	4-3474

There are separate funds available for some materials.

- REFERENCE: Separate funds are available for materials selected for the Reference collection. Forward requests through **Selectors**.

- RESERVE: Separate funds are available for course materials selected for student use on Reserve. Contact the Reserve Unit Supervisor, 4-4167.

- SPECIAL COLLECTIONS: Separate funds are available for materials selected for Special Collections. Contact the Special Collections Librarian, 4-4480.

Special Funds

In addition to the separate funding for Reference, reserve and Special Collections, additional special funds are available:

- RESTRICTED FUNDS: Some endowed and other restricted funds are designated for purchase of library materials in specific subject areas. Even if no such fund is assigned to your department, requests for expensive or specialized materials may be sent to your **Selector**, who will forward requests to the Associate Dean for Collection Services for review.

- ELECTRONIC FORMATS: Special funds may be available for some requests for CD-ROMS and other databases, and some requests may be purchased with regular subject fund allocations. Request electronic materials through your assigned **Selector**.

- NEW FACULTY FUNDS: The Libraries and the University cooperatively fund special requests for new faculty. New faculty may request library materials that support their teaching and research during the first two years of a new appointment. Forward new faculty requests and refer new faculty members to your assigned **Selector**. *

* See Library Impact Worksheet

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Library Information Reports

● THE MONTHLY LIBRARY ACQUISITIONS REPORT: Collection Development will mail to **Representatives** monthly lists of items received and cataloged for all library locations. This list is derived from the online file which can be found in the gopher under "UTK Libraries Catalog and other Services/Recent additions to the Online Catalog." The list is in call number order and gives title and library location. Complete titles and additional information are available online in OLIS. Collection Development also distributes a subject breakdown of the Library of Congress Classification to facilitate subject access to "The Monthly Library Acquisitions Report."

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● JOURNAL AND SERIAL LISTS: Lists of journal and serial titles charged to each subject fund are available from Collection Development upon request through your **Selector**. **Representatives** are encouraged to frequently monitor the journals lists to identify titles that may be no longer of interest or of lower priority. Subscriptions to these titles may be cancelled and new subscriptions of equal value can be requested.

● LIBRARY REPRESENTATIVES MEETINGS: **Representatives** receive announcements, agendas, and minutes of the Library Representatives meetings which are held during Fall and Spring semesters.

Flora Cobb
Anne Langley
Sandy Leach

October 1994

UTK Libraries Approval Plans
Fact Sheet

The combined intent of the following three plans is to provide the basic building blocks of the Libraries' collection. They provide current imprints from major academic publishers. These books have a high probability of usefulness for faculty of all disciplines. For a more general discussion of Approval Plans please refer to page 7 of the Library Representatives Manual.

- U. S. Publisher Approval Plan

  This plan provides currently published monographic titles from major scholarly and trade publishers in the United States according to a profile established by the Libraries. The plan covers all academic subject areas except Medicine and Law and provides the most recent books published by approximately 500 publishers. We exclude from this plan titles that cost more than $100 and titles published in numbered series to control expenditures and avoid duplication of series titles that we already have on standing order.

- University Press Approval Plan

  This comprehensive plan supplies imprints from most of the university presses in the United States plus Oxford and Cambridge in the United Kingdom. The price ceiling on this plan is $150 for individual titles and multi-volume sets. We also receive books published in numbered series on this plan.

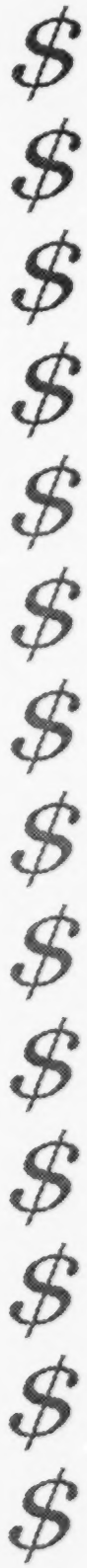
- British Approval Plan

  The library selects currently published titles in the Humanities and Social Sciences on this plan. This plan is not limited by a fixed publisher list and covers most major publishers in the United Kingdom. The price limit is £60. for single monographic titles and we exclude numbered monographic series.

Judy Webster
October 1994

Attention, new faculty:

Monies available to enhance library collections in your area of specialization !



The UTK Libraries has set aside additional collection development funds for new faculty. Since new faculty members have unique areas of specialization, we are soliciting your recommendations for library purchases.

New faculty are eligible for funds during the first two years of their UTK appointment.

Contact your selector or
Collection Development
552 Hodges Library
974-4306

Library Impact Worksheet for Faculty Interest or New Faculty

Faculty (if working group, contact person):

name phone email

Selector: _____ Representative: _____

Date: _____ ☐ Check here if New Faculty. (Date of appointment? _____)

1. Description of faculty interest:

2. Estimate of new resource requirements (*e.g.*, specific authors, titles, or categories of materials, key publishers in the subject, major reference tools):

3. Potential sources of assistance with funding, (*e.g.*, is the department/college willing to help? grant money available? overhead?):

Please return this form to your selector.

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Library Impact Worksheet for Departmental Program Changes

Departmental Representative:_____

Selector:_____ Date:_____

Faculty Representatives can facilitate selectors' ability to respond to new academic programs or courses by providing as many of the following details as possible:

Program or course name _____

Beginning date _____

Check which of the following apply:

[] new faculty
[] new major
[] new languages
[] new degree level (degree:___)
[] new department
[] new minor
[] new area studies
[] new interdisciplinary focus
[] other _____

1. Description of programmatic change:

2. Estimate of new resource requirements (*e.g.*, specific authors, titles, or categories of materials, key publishers in the subject, major reference tools):

3. Potential sources of assistance with funding (*e.g.*, is the department/college willing to help? grant money available? overhead?):

4. Program transfer, reduction or elimination?

Please return this form to your selector.
10/94

UTK Library Guide to Services

#36 How To Order Library Materials

The Library welcomes recommendations from faculty, staff and students for the purchase of books, periodicals, and other library materials. Collection Development coordinates the selection of materials to be added to the collection. Any general query regarding the ordering of materials for the library should be directed to the Collection Development Office. Inquiries concerning the status of a specific order should be directed to Acquisitions or Serials where these records are maintained.

Each academic department has a designated **LIBRARY REPRESENTATIVE** who advises the **LIBRARY SELECTOR** in the selection of materials appropriate for the collection. Names of representatives and selectors can be provided by the Collection Development Office.

Students and other library users may drop off material requests in the Suggestion Box near Circulation on the second floor of Hodges Library.

BOOKS

APPROVAL PLANS

Every two weeks representatives and selectors have the opportunity to review books sent on approval and select those to be retained. The Library participates in several approval plans through which current scholarly and technical publications are automatically received. Most major domestic publishers and a number of foreign publishers are included. Approval vendors supply titles matched against pre-established profiles of subject areas pertinent to the needs of the academic community. A list of the publishers included on the approval plans and information about them is available upon request from the Collection Development Office.

HOW TO ORDER BOOKS

The preferred method for submitting orders is to forward complete ordering information from catalogs or brochures. If no printed description is available, information may be recorded on book order cards (Library Form #7) available from representatives, selectors and the Collection Development Office. Orders should provide as much information as possible about the request including author, title, publisher, price and date of publication. Completed order cards should be sent for approval to the appropriate representative. Each representative is responsible for forwarding his/her department's requests to the selector responsible for the subject area. Selectors will forward all approved order requests directly to Acquisitions. If the requestor wishes to be notified when the book is received, the order card should be marked "RUSH" with the person's name and address noted on the reverse of the request card. Titles needed for Reserve should also be marked "RUSH" and directed to the Reserve Department in Hodges Library or to the appropriate branch library. Rush requests may incur additional costs for the Libraries, so please use this designation sparingly. Out-of-print orders from antiquarian catalogs and other urgently needed materials should also be marked "Rush" and sent through normal channels.

PERIODICALS AND SERIALS

The Library currently receives thousands of periodical and serial titles, which are listed in the Onlin Catalog. These titles have been selectively acquired to support the academic programs of the University. The Library does not automatically acquire all new serial titles published, but relies on the initiative of faculty, staff and students to request appropriate titles.

Requests for serial titles new to the collection should be submitted on the "Serial Request Form"(Library Form #173) which is available from representatives, selectors or the Collection Development Office. Requestors should provide as much information on the title as possible including title, publisher and price. The requestor must justify the request for the title based on the criteria outlined in the "Serial Request Form." A publisher's announcement or sample issue of the title should be attached if available. Completed requests should be submitted by the department's representative or the library selector, who will forward the requests to the Collection Development Office. The requestor will be informed as to the final decision regarding the acquisition of the title. If a title is not selected, alternate means of access to its contents, through interlibrary loan or document delivery will be suggested. Questions about serials selection should be directed to the Collection Development Office. Queries about the current receipt of specific serial titles should be made to the Serials Department.

MEDIA AND OTHER FORMATS

The Library also acquires non-book materials that support the teaching and research programs of the academic units. Formats may include electronic data files, CD-ROMs, interactive videos, audiocassettes, videocassettes, slides, audio CDs and video discs. These materials, excluding electronic formats, may b requested on the book request form (Library Form #7). Electronic materials should be requested on th Electronic Format Request Form" (Library Form #2). Catalogs or publisher flyers should accompany all requests.

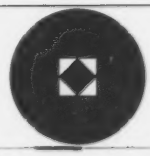
Requests from faculty should be directed to representatives, who will forward the requests to selectors. Questions regarding the acquisition of these material formats should be directed to selectors or the Collection Development Office.

Collection Development	Acquisitions	Serials
552 Hodges Library	306 Hodges Library	306 Hodges Library
974-4306	974-4431	974-4236

SYSTEMS AND PROCEDURES EXCHANGE CENTER

ELECTRONIC INFORMATION RESOURCES IN COLLECTION DEVELOPMENT

ASSOCIATION OF RESEARCH LIBRARIES



OFFICE OF MANAGEMENT SERVICES

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UNIVERSITY OF NEBRASKA-LINCOLN LIBRARIES

Collection Development Policy for Electronic Machine-Readable Resources

I. Scope

Electronic machine-readable resources, in a wide range of formats, are becoming increasingly available for selection and are being integrated into existing collections. This policy is intended to address the general criteria to be considered in making selection decisions regarding materials in electronic formats. It is intended to be used in conjunction with existing collection development policies that have been adopted for subject considerations. The policy addresses the issues of content, access, service, hardware requirements, and vendor credentials.

For the purpose of clarifying the content of this policy, a set of relevant definitions appears as an appendix to this document.

II. Philosophy

The impetus for selecting machine-readable products and resources for the University Libraries remains with the subject bibliographers, as it does for more traditional formats. All guidelines and policies relevant to the selection of materials in traditional formats apply to machine-readable sources, as well. However, because machine-readable formats require non-traditional means of acquisition, storage and access, additional questions beyond those detailed in the subject collections policies must be examined. Without establishing rigid criteria, the questions impacting the selection decision for machine-readable resources are outlined in this policy. Before the selection decision is made, consideration of the issues outlined in this policy should establish that:

a. library users have sufficient need for the resource to warrant its acquisition;
b. hardware adequate to support access to the product is, or will be made available to library users, or can reasonably be expected to be available to the user outside the libraries;
c. staff expertise and/or training sufficient to meet established levels of user assistance or referral can reasonably be maintained;
d. adequate means of storage, maintenance, and access to the product can be provided by the Libraries;
e. vendor contractual requirements do not impose prohibitive restrictions on the use or archivability of the product; and
f. the value of the resource justifies its cost.

III. Selection Criteria

The following criteria apply to all electronic machine-readable resources and should be addressed in the selection process. Criteria relate to five areas:

A. Subject/Content Criteria
B. Access Criteria
C. Service Criteria
D. Format/Mounting/Storage Criteria
E. Vendor/Contractual Criteria

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A. Subject/Content Criteria -- in considering an electronic resource for selection, bibliographers should evaluate the subject content of the product according to the following dimensions:

1. Significance of the resource for the discipline
   - relation to subject area collection development policy
   - has source been reviewed or recommended by an authority?
2. Relation between this source and the existing collection
   - would it provide improved access to materials already in the collections?
   - would it duplicate a resource already available at another location?
   - would it provide alternative access to heavily used materials?
3. Comparison of this source to other formats, including alternative machine-readable formats (e.g. magnetic tape vs. CD-ROM)
   - access points (indexing)
   - search capabilities (software)
   - value-added elements
   - cost (is same information available in a more economical format?)
   - frequency and cost of updates

B. Access Criteria - criteria listed here impact both the method by which a particular electronic source can or will be made available to users, and the placement or location of that product within the University Libraries.

1. Scope of the user population to benefit from access to this product
   - broad or select segment of users
   - faculty, graduate and/or undergraduate students
   - campus vs. extended community
   - library staff or end-users
2. Anticipated volume of use
3. Maximum number of simultaneous users supported by product and access modality
4. Will access be necessary at multiple locations?
5. Is the product to be utilized as a primary source, or as a reference or bibliographic tool?
6. Does the software function efficiently and consistently?
   - response time
   - ability to manipulate information
   - standardized or customized command structure
7. Quality of user interface
   - "user friendly" characteristics
   - provisions for both novice and advanced methods of operation
8. Capability of extracting information from the system for archival purposes
   - downloading, printout, compression

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9. How will users learn of the availability of this source?
   - will source be cataloged?
10. Restrictions on access
    - How will access be obtained? (e.g. check out at circulation, sign-up for LAN session)
    - Is remote access (external to library) to the source permissible?

C. Service Criteria - criteria listed here pertain to the extent and nature of service implications for making an electronic resource available to library users.

1. Is adequate expertise available in the Libraries to support use of this resource?
2. How much user assistance will be required?
3. How much training will be required for staff
   - to use the resource?
   - to assist users in using the resource?
4. How familiar must a user be with computer applications to utilize the resource?
5. Is it feasible for a user or staff member to recover from a system failure or a searcher error? How difficult is recovery?
6. What will be the effect of this electronic resource upon existing services
   - reference services
   - support services (circulation, serial records, government documents, automated systems office)

D. Format/Mounting/Storage Criteria - criteria listed here relate to the physical format in which the product will be received and stored by the libraries, including the availability of hardware and maintenance support.

1. In what format will the electronic source be distributed to the Libraries? (e.g. disk, CD-ROM, magnetic tape, etc.)
2. Does the product meet national and/or international standards?
3. Will the libraries receive updated versions of the source? Will updated versions be compatible with earlier versions?
4. How much maintenance (including archival functions) will be required for this product? Can the maintenance be carried out by library personnel, University personnel, or must a specialist be consulted?
5. In what manner can the source be mounted? What storage options are possible? (e.g. mainframe, LAN, individual workstation) What storage options are recommended by the vendor? by the bibliographer? Does the vendor require purchase of customized hardware?
6. If customized hardware is available from the vendor, does it provide significant enhancement to use of the product that could not be achieved with existing library hardware? Does purchase of hardware from the vendor affect the pricing of the product?

7. Can existing equipment/hardware accommodate the operation of this resource? Is there adequate processing and storage capacity? Are product and system compatible?—Will additional memory or user-interfaces be required? Are all necessary peripherals available?
8. Are existing facilities adequate? Will renovation or reconfiguration of space be required?

E. Vendor/Contractual Criteria - criteria listed here relate to the vendor of the resource and the contractual terms the library is able to negotiate for acquisition and use of an electronic resource.

1. Is a product preview or demonstration possible?
2. Does the vendor supply high quality documentation?
3. Is the cost of this source contingent upon owning the same or similar source in another format?
4. Is an educational discount available, or applicable to the purchase of multiple copies?
5. How much and what kind of customer support is provided by the vendor? Does the vendor have a reputation for standing behind its products?
6. Can the product be mounted on more than one stand-alone station?
7. Are updates timely? Are claims for unreceived updates processed efficiently by the vendor?
8. Must superseded versions be returned to the vendor?
9. Can information provided by the source be archived by the Libraries?
10. What aspects of the system and its use are protected by copyright? What is the potential liability for misuse of the system or the information it contains? Are there specific restrictions on downloading or the subsequent manipulation or use that can be made of data obtained from the product?
11. Can archival, back-up and/or replacement copies be made or purchased from the vendor?
12. Are there fees associated with use of this product?
    - registration fees required for freeware or shareware products
    - royalty fees in addition to the purchase cost of a commercial product
13. If the vender supplies the hardware, is that equipment covered by a warranty?
14. Are there specialized services, such as document delivery provided to end-users by the vendor?

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Appendix

Definitions

Application programs - any software program designed to perform specific functions and may be adapted to multiple applications.

CD-ROM (compact disc-read only memory) - a technology using machine readable data stored on an optical disk, and read by a laser beam. Data recorded on CD-ROM may be accessed via a stand-alone workstation or computer network.

Data files - structured collection of data stored in electronic form that may be organized (structured) as a set of records, or unstructured.

E-journal (Electronic journal) - a full-text electronic publication, which may include image file, intended to be published indefinitely in machine readable form, delivered electronically to the user directly over a telecommunications network. Sometimes distributed in other electronic formats.

External data disk - a 5 1/4'' or 3 1/2'' diameter information storage medium in disk format with a magnetic coating. Data is recorded by magnetic coding of tracks on the coating according to a particular disk format. Data stored on external data disks may be made accessible through a personal computer or microcomputer.

Hardware - the physical portion of a computer system, including the electrical/electronic components (e.g. components and circuits), electromechanical components (e.g. a disk drive and central processing unit (CPU)), and mechanical (e.g. cabinet) components.

Image file - a file containing graphic information in non-ASCII format.

Internal data disk - data storage medium located within a computer (e.g. hard drive) as contrasted with external storage devices (e.g. magnetic tape).

Magnetic tape - an information storage medium consisting of a magnetic coating on a flexible backing in tape form. Data is recorded by magnetic encoding of tracks on the coating according to a particular tape format. Data stored on magnetic tape may be made accessible through a personal computer, microcomputer, mainframe, or computer network.

Network - a collection of remotely accessible electronic resources used to establish and switch communication paths between terminals. May be a wide-area network (WAN) or a local-area network (LAN)

Online public access catalog (OPAC) - a library's automated public catalog accessible over a telecommunications network or another electronic method.

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Software - a generic term used to refer to the programs or sequence of commands executed by a computer system as distinct from the physical hardware of a computer systems, and encompasses both computer languages and application programs.

Text file - a file consisting only of standard ASCII characters (with no control characters or higher order characters).

To: Collection Development Council
From: Digital Resources Group
Date: June 6, 1994

The Digital Resources Group proposes the following
GUIDELINES ON CANCELLING PAPER SUBSCRIPTIONS when equivalent electronic files are acquired.

The following issues should be considered:
1. The relation of the vendor to the source of the data: is it stable?
2. Space
3. Nature of digital files and relationship to paper: if the database is not cumulative, should paper subscription be retained?
4. Price: Are there price breaks for continuing print subscriptions along with subscriptions to electronic files or for maintaining multiple print subscriptions?
5. Structure of database: is it dependent on particular hardware and software? Will it migrate to another platform? Will obsolescence make the paper subscription and its backfile necessary?
6. Will data continue to be available in some form?
7. Ownership of the data: Are we leasing, licensing, purchasing the data? If both paper and electronic forms are cancelled, is there anything left?
9. Use: will cancelling abandon current/future users for current/future needs? Are permanence and continuity of backfile desirable?
10. Duplication: can one subscription be kept in the system, if necessary? How is the library of record determined?
11. Output options: how does the platform enable downloading and printing?
12. Preservation. Do we have an ongoing plan for preservation/refreshing of electronic resources? How much staff time will/can be devoted to this?
13. Service issues? Are they separate from the above #3, 5, 9? Do we have obligation to provide data to non-Yale privileges purchasers? to community at large?

EXAMPLES of paper subscriptions cancelled:
1. When SML subscribed to the CDROM version, SSL cancelled PsychAbstracts; SML did not.
2. When SML subscribed to DAI, SSL cancelled its paper subscription.
3. Medical cancelled Chemical Abstracts in 1988, offering online searches in CA Search (not locally mounted) to patrons and donating 1967-1988 backfile to Chemistry Library.
4. Medical and KSL cancelled Biological Abstracts last year, because of Biosis. $20,000 saved. No paper copy of Biological Abstracts on campus.
5. Medical cancelled their second subscription to Index Medicus because full MEDLINE is available to users.

Brigham Young University

REVISED DRAFT 4/8/94

REFERENCE DATABASE COMMITTEE
COLLECTION RATIONALE and PROCEDURES

This document includes selection rationale and procedures followed by the Reference Database Selection Committee for the acquisition of electronic databases. The Committee reviews and recommends databases for all reference service points in the University Libraries including those which are networked and those available in a multicampus environment. The ultimate goal is a virtual reference collection accessible in the broadest way possible to fulfill our strategic directions in carrying out our mission.

1 • Changing technology and users' needs dictate that some databases purchased in one format for one type of access may be changed to another. e.g. CD access via LAN or standalone may be moved to a tape load on the system OPAC. The overall "collection" will be reviewed and evaluated on a yearly basis.

2 • Electronic reference sources for undergraduates, liberal arts, and general reference may be suggested by committee members and will be considered in addition to requests from subject specialists.

3 • Subject Specialists are recognized as the experts in curriculum, research and reference needs.

4 • Electronic reference databases should be available, if appropriate, on a library system wide basis that includes ASU West, Downtown Center, other campus satellites and dial-in access. Sharing of resources to avoid duplication of stand alone access is the goal.

5 • The number of potential users is not always the highest priority criterion. For instance, electronic resources for some subject areas are not yet available. However, the committee will endeavor to purchase electronic sources for every subject area when available (after evaluation),sometimes giving that subject priority over additional databases for more heavily used subjects.

6 • Locally developed databases are encouraged when they provide valuable access to collections where access is not available from commercial vendors.

Procedure

Committee recommendations will be forwarded to the AD for Library Services:

-The original request and order form
-A separate list of the titles with recommendations for access relative to need
-Justification will follow the rationale guidelines.

Brigham Young University

DRAFT

Reference Database Selection
Guidelines and Procedures

This document includes selection guidelines and procedures followed by the Reference Database Selection Committee in the acquisition of electronic databases for the various reference services of the University Libraries and those which are networked and available in a multicampus environment. These databases may include both bibliographic and full text databases. Electronic databases acquired as part of the general collections are selected through standard collection development processes rather than through the Reference Database Selection Committee.

Reference services:

1. What clientele will a database serve?

2. Adequate, effective software provides reasonable ease of use by library users with minimal interaction required by library staff.

3. Does the database require significant staff training?

4. Does the database cover a discipline presently unrepresented in the Libraries' electronic resources?

5. Does the database offer special features making it attractive, e.g., full text, fast document delivery, graphics?

6. Will dumb terminals be adequate for searching a database or will workstations will be necessary which support graphics, extended character sets, downloading, etc.?

7. The database represents an appropriate purchase under the existing collection development policies, i.e., collection support/enhancement, level, language.

8. The database supports the curricular, research and/or general information needs of the user population.

9. If the database overlaps with other electronic products, is access to information duplicated or actually improved?

10. Is the database available inexpensively through other online systems, e.g., a commercial search service?

11. For bibliographic databases, how is access to a collection or area improved?

12. Full text databases provide improved utilization of or supplement an existing collection.

13. Will the database support other statewide resource sharing plans or opportunities?

Economic factors:

1. Purchase or licensing fees, including incremental increase for simultaneous users.

2. Backfile availability and cost; continuing or one-time fee?

3. If a current database subscription is ceased, must the backfile be removed from service? If a subscription is ceased and later renewed, will the backfile fee need to be repaid?

4. Are price breaks available from the vendor for retention or purchase of other products from the same company?

5. If the database is available on a gateway basis, are there additional communication fees?

Technical considerations:

1. If the database is available on a gateway basis, does the remote host use the same search engine?

2. And, is there any portion of the terminal pool excluded from using a gateway because of terminal emulation or other difficulties?

Procedures for Database Selection

1. The Committee establishes and publicizes review deadlines for the submission of requests as soon as the annual budget allocation is determined.

2. Selector completes an Electronic Information Request Form, including order card and brochure; submits request to department head for signature.

3. Department head reviews the request and, if in agreement, forwards the signed request form to the committee.

4. Following written guidelines and budget allocations, the committee will approve or deny requests.

5. Denied requests are returned to the department head, who notifies the requestor.

6. Approved requests are forwarded to the Associate Dean for Library Services for final action.

7. The Associate Dean for Library Services notifies the committee chair of the decision and forwards approved requests to the head of Acquisitions/Bibliographic Records for processing.

8. The committee notifies each department head of the final decision.

CD ROM's Within the University Library

Service

1. The basic configuration of a CD ROM station (i.e. PC, monitor, & peripherals) should be uniform throughout the University Library. Such services as down-loading or printing will not be offered in one area and not in another.

2. CD ROM's will not be available for patron use in non-service hours of the area in which they are located. (This proviso is meant to increase security for the equipment and disks and to eliminate pressure on non-reference staff members to provide services.)

3. CD ROM's will be locked into CD ROM drivers wherever possible. CD drivers will be configured in "daisy-chains". Where this configuration is not possible, staff members will hold CD ROM's in secure staff areas.

4. Sign-up sheets will be provided for those CD ROM services that have proven to be in heavy user demand.

5. Down-loading will be permitted, where not in violation of copyright, but users must provide their own diskettes. An information sheet on the available campus facilities for printing from student-owned diskettes will be provided.

6. Printers will not be provided (until such time, if any, that all CD service points are provided with printing facilities - see number 1 above).

7. Students will be expected to read available user guides and to follow the instructions of the software.

8. Every attempt will be made to purchase CD ROM's well enough in advance of installation for public use to allow for concentrated staff training.

Acquisitions

1. Even where an opportunity arises for the Library to purchase a CD ROM service with special funds outside of the regular acquisitions budget, the purchase will not be made without careful consideration for the long-term funding impact on the serials subscription budget.

2. The decision to duplicate the CD ROM and paper subscriptions of a particular title will be made on the basis of use. This decision will be made between the Associate University Librarian, Collection Management & Development and the Associate University Librarian, Readers Services.

3. When a particular CD ROM service is clearly of interest to more than one campus library location, the coordination of any simultaneous purchase requests will be the

responsibility of the Associate University Librarian, Collection Management & Development and the Associate University Librarian, Readers' Services.

4. Licensing agreements with CD ROM vendors will be approved through the Systems Development Office. At that time, The Applied Systems & Instructional Services Librarian will discuss with the appropriate staff in the final Libray location any restrictions on use mandated by the licensing agreement.

5. General responsibility for monitoring the field of available CD ROM publications and relevant technical developments will rest with the Operation Group - Computer-assisted Information Services.

   Each new CD ROM purchase will be considered on the basis of the following criteria:

   -quality of the database (e.g. correctness of indexing, type of material covered)
   -ease-of-use
   -volume of user demand
   -vendor (It could be useful to buy as many CD's as possible from the same vendor in order to have similar searching protocols)
   -cost comparison with other forms of the particular service
   -availability of similar tools within the larger community
   -hardware needed (as many CD ROM's as possible should be run on similar equipment)

6. Serials Kardex staff will send the new CD-ROM and new versions of the complete product (CD, floppy disk(s), manual) to the Systems Development Office for backup, testing and trial installation. The full package should then be returned to Serials Kardex for routing to Processing Services for cataloguing.

Processing

1. CD ROM will appear in MORRIS as a format.

2. The only physical processing will be to affix a call number label on the CD itself and on its container and to affix a McMaster ownership label on the CD.

3. After full processing, Processing Services wil send material to final Library location.

Final Library Location

1. At the final Library location staff will contact the Systems Development Office for the final installation of the software.

(Originated October 1988, revised January 1990, updated November 1992)

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PROCEDURES FOR ORDERING AND PROCESSING COMPUTER FILE TITLES

I. The following are the procedures to be used for ordering and processing non-government document CDRom titles:

A. General Information:
1. ITEMS RECEIVE RUSH PROCESSING
2. The completed Computer Electronic Machine-Readable Resource Proposal Summary and Transmittal Form remains with the piece as it is processed.
3. A CDRom locations:
   a. For a stand-alone workstation: [location] CmptrFile, [location] Ref, or REF CDRom (for LOVE only).
   b. For SDN: SDN.
   c. For the stacks: [location] CmptrFile.
4. Search software locations:
   a. For titles on stand-alone workstation and SDN: TECH ASO.
   b. For stacks title: [location] CmptrFl with designator of "disk."
5. Installation guides/information/instructions locations:
   a. For a stand-alone workstation and SDN: TECH ASO
   b. For the stacks: [location] CmptrFile with designator of "install. guide."
6. Accompanying materials receive the location designated by the PS librarian on the Transmittal Form.
7. Item-level records for search software and installation guides/information are suppressed for items with TECH ASO locations.
8. License agreements are handled by the Chair of Acquisitions
   a. The Chair, in consultation with appropriate departments, reviews the agreements.
   b. If the Libraries can keep back copies of updated disks, Acquisitions consults with the appropriate PS librarian to determine the location for the supserseded disks. This is indicated on the Transmittal Form.
   c. License agreements which come with CDRom titles are kept in Acquisitions.
8. Diskette mailers are used to send unprotected 5 1/4" disks to any location.
9. CDRom titles received as gifts follow the same procedures as purchased CDRom titles.
10. FOR SILVERPLATTER CDROMS, SEE SPECIAL INSTRUCTIONS IN APPENDIX A.

B. New title - monograph or serial with or without accompanying material
1. Ordering routines
   a. Title is selected by PS librarian.
   b. Librarian completes Transmittal Form. (See attached.)
      1) Form must indicate location of CDRom and and accompanying material.
      2) Information about disposition of all disks and accompanying material is noted.
   c. Order information and Transmittal and Conference Call forms are sent to the Chair of Acquisitions, after the order has been approved by Public Services Committee and ASO.
   d. For gift titles, the item(s) accompany the Transmittal Form, after having been approved by Public Services Committee and ASO, and are sent to the Chair of Acquisitions.
2. Acquisitions
   a. Orders new title and files Transmittal Form.
      1) Creates bib and order records on IRIS.
      2) Notes information about the disposition of all disks and accompanying material in the order record.
   b. Receives new title and matches with appropriate Transmittal Form.

c. Sends any floppy disks, with Diskette-To-Be Copied Form, to Automated Systems Office.

3. Automated Systems Office
   a. Verifies floppy disks, and copies, as appropriate.
      1) Labels the copied floppy disks with the same label information that is on the original labels.
      2) Property stamps these labels to indicate they are copies.
   b. Retains original floppy disks on file for future copies.
   c. Sends copied floppy disks and Diskette-To-Be-Copied Form to Acquisitions within 48 hours.
   d. If both 5 1/4" and 3 1/2" disks are sent,
      1) ASO verifies the disks, but does NOT make a copy.
      1) Property stamps both sets of disks
      2) Sends all of them to Acquisitions.

4. Acquisitions
   a. Completes receipt/payment processes.
   b. Notifies vendor/agency if any disks are defective; title is not forwarded for cataloging.
   c. Forwards CDRom and floppy disks along with accompanying materials and Transmittal Form for cataloging with RUSH/HOLD SLIP: serials to Serials Cataloging and monographs to Cataloging.

5. Serials Cataloging
   a. Catalogs and downloads bib record following normal practice.
   b. For SDN and titles loaded on stand-alone workstations, sends out staff e-mail concerning processing and availability of title, e.g. "[CDRom title] has been cataloged and will be available in a few days." The subject line of the e-mail: New CDRom Title.
   c. Sends CDRom and floppy disks with all accompanying material, including Transmittal Form to Serial Records Quality

6. Serial Records Quality
   a. Creates the check-in records for CDRom, floppy disks (software), guides, as appropriate.
      1) Suppresses check-in records for software and for guides that have a TECH location
   b. Does not create item-level record for CDRom.
   c. Completes Processing slip(s).
   d. For SDN titles, sends CDRom, software disks, and installation instructions with Processing and Transmittal slips directly to Automated Systems Office for loading; sends accompanying material for SDN titles to Marking and Labeling with a Processing slip or to Binding with a binding slip.
   e. For other locations, sends all parts of the CDRom title, with Processing and Transmittal slips, to Cataloging (MODM) for marking, labeling, and item-level record creation. (See Sections I.D. and I. E. below.)

7. Cataloging
   a. Catalogs and downloads bib record following normal practice.
   b. For SDN and titles loaded on stand-alone workstations, sends out staff e-mail concerning processing and availability of title, e.g. "[CDRom title] has been cataloged and will be available in a few days." The subject line of the e-mail: New CDRom Title.
   c. Completes marking and labeling information or binding slip, including "Contains" note information, if needed.
   d. Marks and labels, as per guidelines. (See Section I.D. below.)

e. Creates item-level record for all pieces. (See Section I.E., below.)
f. For SDN and titles loaded on stand-alone workstations, sends CDRom(s), software disks, and installation instructions with Transmittal Form to Automated Systems Office for loading.
g. Sends sends other CDRoms and all accompanying materials to designated location or Binding, as appropriate.

8. Binding
   a. Follows directions on binding slip.
   b. Sends to designated location or Marking and Labeling.

9. Automated Systems Office
   a. Loads CDRom with its software on SDN within 72 hours of receipt.
   b. Makes appointment to load CDRom and software on stand-alone workstation withing 72 hours of receipt.
   c. Retains software disks and installation instructions.
   d. Discards Transmittal Form.

C. Updates to serial CDRom titles
1. Acquisitions
   a. Receives item.
   b. Puts on RUSH shelf in check-in area.

2. Serials Records
   a. Checks in item within 48 hours of receipt.
   b. If floppy disk is included, sends to Automated Systems Office to have disk copied and verified.
      1) If disk is found to be defective, sends to Order Section to notify the vendor.
   c. Completes Processing slip(s).
   d. Sends SDN items, software disks, and any installation instructions with Processing slip, to Automated Systems Office.
   e. Sends CDRom updates, and any accompanying materials, for other locations to location designated in the check-in record.
      1) CDRom is sent with Processing Slip in an unlabeled jewel case.
      2) Branch removes superseded CDRom from its caddy and inserts new one.
      3) Branch returns superseded CDRom to Serials Records in unlabeled jewel case, with Processing Slip.
      4) Branch notifies Marking and Labeling when additional caddies are needed.
   f. Sends any items which need marking, labeling, or item-level record creation to Cataloging (MODM), with Processing slip.

3. Cataloging (MODM)
   a. Marks and labels items following guidelines. (See Section I. D below.)
   b. Creates item-level records for items that will circulate.
   c. Sends items to designated locations and discards Processing slip.

4. Automated Systems Office
   a. Copies and verifies floppy disk, returns to Serials Records.
   b. Loads verified software on appropriate workstation, as requested.
   c. Loads items on SDN.

   d. Retains software disks and installation information.
   e. Discards Processing Slip.

D. Labeling instructions (MODM)

1. Locations and call nos. are to be written or typed on labels before they are attached to a floppy disk, so as not to damage the disk.
2. CDRom disks for stand-alone workstations are put in caddies, unless otherwise specified.
   a. Labels are to be attached to the back of the caddy.
   b. Labels are not to be attached to a CDRom, only to the caddy.
   c. For specific instructions on labeling CDRom caddies, see the document, "Marking and Labeling CDRoms."
3. CDRom disks for SDN are not labeled.
4. CDRom disks for the stacks have small self-adhesive labels attached to the front side, next to the hole, so they will not interfer with using the disk.
5. Self-adhesive labels are used on floppy disks and caddies. Do not use Se-lin labels on CDRoms, floppy disks, or caddies.
5. Labels are not to cover signficant information.
6. Labels are not to cover any hole in any disk.
7. Property stamp on floppy disks is verified; if not property stamped, supervisor if notified, as floppy disk may not have been copied.
8. All items are forwarded for item-level record creation.

E. Information for item-level records

1. For CDRom disk loaded on stand-alone workstation:
   loccode: [location code]cm, [location code]rf, lrfro
   e.g. ecm (ENGR CmptrFile), fcm (BIOL CmptrFile), lrfro (Love Ref CDRom), rrf (CYT Ref), as indicated on Transmittal Form.
   I-type: 51, 52, 53, 151, 152, or 153
   status: o (LIB USE ONLY)
   bn code: [main location], e.g. ENGR, BIOL, LOVE, CYT, etc.
2. For CDRom for SDN:
   loccode: sdn
   I-type: 51, 52, or 53
   status: o (LIB USE ONLY)
   bn code: LOVE
3. For software (floppy) disks
   loccode: TECH ASO
   I-type: 51, 52, or 53
   I code 2: n
   status: o (LIB USE ONLY)
4. For accompanying material
   loccode: [location designated by PS librarian on Transmittal Form
   I-type: [code for type of material]
   status: - (AVAILABLE) or o (LIB USE ONLY); see Transmittal Form
5. For installation guide/information
   loccode: TECH ASO
   I-type: 1
   I code 2: n
   status: o (LIB USE ONLY)

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II. The following are the procedures to be used for ordering and processing non-government document computer file titles on floppy disks:

A. General Information:
1. ITEMS RECEIVE RUSH PROCESSING
2. The completed Electronic Machine-Readable Resource Proposal Summary and Transmittal Form remains with the piece as it is processed.
3. A floppy disk title is given a location of [location] CmptrFile or [location] Ref.
4. Search software and installation instructions for a title to be loaded on a stand-alone workstation are given a LOVE TECH ASO location. Any item-level record for software and installations instructions loaded on a stand-alone is suppressed.
5. Accompanying material receives the location designated by the PS librarian on the Transmittal Form.
6. A floppy disk title not loaded on a stand-alone workstation is usually cataloged together with any software and accompanying material following AACR2r. It is given a location of [location] CmptrFile and the software and accompanying materials are given the same call no. with the appropriate designator below the call no. For example:

ENGR	ENGR	ENGR
CMPTRFILE	CMPTRFILE	CMPTRFILE
PN	PN	PN
234	234	234
J78	J78	J78
1992	1992	1992
	software	guide

7. License agreements are handled by the Chair of Acquisitions
   a. The Chair, in consultation with appropriate departments, reviews the agreements.
   b. If the Libraries can keep back copies of updated disks, Acquisitions consults with the appropriate PS librarian to determine the location for the superseded disks. This is indicated on the Transmittal Form.
   c. Licensing information which comes with a floppy disk title is kept in Acquisitions.
8. A diskette mailer is used to send unprotected 5 1/4" disk to any location.

B. New title - monograph or serial with or without accompanying material
1. Ordering routines
   a. Title is selected by PS librarian.
   b. Librarian completes a Transmittal Form. (See attached.)
      1) Form must indicate location of floppy disk title and documentation.
      2) Information about disposition of all disks and accompanying materials is noted.
   c. Order information and Transmittal Form are sent to Acquisitions.
      1) Title to be loaded on a stand-alone workstation must have the approval of Public Services Committee and ASO.

2. Acquisitions
   a. Orders new title and files Transmittal Form.
      1) Creates bib and order record on IRIS.
      2) Notes information about the disposition of all disks and accompanying materials in the order record.
   b. Receives new title and matches with appropriate Transmittal Form.
   c. Sends floppy disks, with Diskette-To-Be Copied Form, to Automated Systems Office.

3. Automated Systems Office
   a. Verifies floppy disks, and copies, as appropriate.
      1) Labels the copied floppy disk with the same label information that is on original label.
      2) Property stamps these labels to indicate they are copies.
   b. Retains originals on file for future copies.
   c. Sends copied floppy disks, with Diskette-To-Be-Copied Form to Acquisitions within 48 hours.

4. Acquisitions
   a. Completes receipt/payment processes.
   b. Notifies vendor/agency if any disks are defective; title is not forwarded for cataloging.
   c. Forwards copied floppy disk along with accompanying materials and Transmittal Form for cataloging with RUSH SLIP: serials to Serials Cataloging and monographs to Cataloging.

5. Serials Cataloging
   a. Catalogs and downloads bib record following normal practice.
   b. Sends floppy disk title with all accompanying material, including Transmittal Form, to Serial Records Quality.

6. Serial Records Quality
   a. Creates the check-in records for floppy disk title, software, and guides, as appropriate.
      1) Suppresses check-in records for software, and for guides that have a TECH location.
   b. Completes Processing slip.
   c. Sends items with Transmittal Form and Processing Slip to Cataloging (MODM) for marking, labeling and item-level creation .

7. Cataloging
   a. Catalogs and downloads bib record following normal practice.
   b. Completes marking and label information including "Contains" note information, if needed; and or/completes binding slip, if pocket is needed.
   c. Marks and labels, as per guidelines. (See Section II.D. below.)
   d. Creates item-level record for all pieces. (See Section I. E. above)
   e. Sends floppy disk title with software disks to:
      1) Automated Systems Office with Transmittal Form for loading on hard drive, OR
      2) Location designated on the floppy disk.
   f. Sends accompanying materials to designated location or Binding, as appropriate and discards Processing Slip.
   g. Discards Transmittal Form, if disks not going to Automated Systems Office.

8. Binding
   a. Follows directions on binding slip.
   b. Sends to designated location or Marking and Labeling.

9. Automated Systems Office
   a. Loads floppy disk computer file title with its software on designated stand-alone workstation within 72 hours of receipt.
   b. Retains software and installation instructions.
   d. Discards Transmittal Form.

UNIVERSITY OF NEBRASKA-LINCOLN LIBRARIES

C. Updates to serial floppy disk titles
   1. Serials Records
      a. Receives item.
      b. Checks in item within 48 hours of receipt.
      c. Sends to Automated Systems Office to copy and verify disk.
      d. Completes Processing slip.
      e. Sends to Cataloging (MODM).

   2. Cataloging (MODM)
      a. Marks and labels items following guidelines. See Section II. D. below.)
      b. Creates item-level records for serials that will circulate.
      c. Sends disks to be loaded on stand-alone workstation, with Processing Slip, to Automated Systems Office.
      d. Sends other disks to designated locations and discards Processing slip.

   3. Automated Systems Office
      a. Verifies and copies floppy disks; returns to Serials Records if defective.
         1) If defective, Serials Records sends to Order Section who notifies the vendor.
      b. Loads floppy disks sent from MODM on appropriate stand-alone workstation per instructions on Processing slip.
      c. Discards Processing slip.

D. Labeling instructions
   1. Locations and call nos. are to be written or typed on labels before they are attached to a floppy disk, so as not to damage the disk.
   2. Self-adhesive labels are used on floppy disks. Do not use Se-lin labels on floppy disks.
   3. Labels are not to cover signficant information.
   4. Labels are not to cover any hole in a floppy disk.
   5. Verify the property stamp on floppy disks; if not property stamped, notify supervisor as floppy disk may not have been copied.
   6. All items are forwarded for item-level record creation.

9/92; rev.10/1/93; rev.5/94sh

APPENDIX A: SPECIAL INSTRUCTIONS FOR SILVERPLATTER CDROM PRODUCTS

Follow the **Procedures for Ordering and Processing Computer File Titles, pt. I. non-government document CDRom titles** EXCEPT as follows:

A. Receiving procedures:
   1. When an order is received, check for an extra CDRom which contains advertising information, such as a list of all CDRom titles published; if found, remove and give it to the Chair of Acquisitions, with a note as to how it was received and initials and date.
   2. Do not send the floppy disk with search software to ASO for copying; leave with the item.
   3. Send all other items for cataloging.

B. Cataloging procedures:
   1. Verify that no advertising disk is included; if it is remove it and send to Chair of Acquisitions, with a note as to how it was received and initials and date. (May be identified by note "Copy at your will.")
   2. Check the SPIRS User's Manual for pages of database-specific information (usually is in the front); and, if found, remove it from the Manual.
   3. Include this database-specific information as accompanying material on the cataloging record for the CDRom. DO NOT INCLUDE THE SPIRS USER'S MANUAL AS ACCOMPANYING MATERIAL ON THE BIB RECORD.
   4. Fill out a Binding slip for the database-specific information. It will have the same location/call no. as the CDRom + a designator "guide."
   5. DO NOT INCLUDE THE SPIRS SEARCH SOFTWARE AS ACCOMPANYING MATERIAL ON THE BIB RECORD.
   6. DO NOT MAKE ITEM-LEVEL RECORDS FOR THE USER'S MANUAL OR SEARCH SOFTWARE.
   7. Send the SPIRS User's Manual and search software to Library Specialist in Serials Records, with a note identifying the location.
   8. Catalog and process following guidelines described in I.A-E. of the main document.

C. Serial Records procedures for SPIRS User's Manual and search software:
   1. Enter SPIRS User's Manual and search software on the Decision File record for SPIRS manuals and software.
   2. Send newest version of the User's Manual to the location which ordered the title.
   3. Send search software to ASO, with note of location and title.

D. ASO procedures:
   1. Make back-up copies of search software as needed.
   2. Load software on SDN.
   3. Make an appointment to load software on appropriate stand-alone workstation, and load.
   4. Retain copy of installation instructions.

5/94sh

YALE UNIVERSITY

The Digital Resources Group
April 14, 1993

EVALUATION OF DIGITAL RESOURCES FOR THE YALE LIBRARY SYSTEM

The two overriding questions to be answered in deciding to provide access to a digital resource are "What is the importance of the file to our users?" and "What priority does this have in relation to other purchases?"

The following questions are designed to identify the issues in decisions involving purchase or subscription to digital resources. Some questions
are not relevant to particular products. Other questions may be redundant but are included to ensure the broadest possible consideration be given to the purchase, the demands it will place on library staff and funds, and its utility for users.

For products purchased by one selector for one clientele which do not require pooling funds, the questions provide informal guidance. For system-wide products, however, the questions will guide communication between selectors, public service staff and technical staff and should be answered formally and systematically. The answers will form the basis of a proposal recommending purchase and implementation of a particular digital resource.

1. Product
   - What is the product?
   - Is it available in other formats?
   - Do other products do the same thing? Cover the same subjects?
   - What is the scope?
   - How frequently is it updated?
   - Will it replace hard-copy and thus free shelf space?
   - Is the timing essential (will the info become obsolete)?
   - For electronic journals or other online resources, can one download the info? How will it be stored, if downloaded?
   - Will the library own the backfiles, if any? If not, what access is available to these backfiles? What is the publisher's commitment to maintaining backfiles?

2. Technical requirements
   - What hardware is needed?
   - What additional software is needed?
   - What are the disk-space requirements?
   - Does it need a loader and is one availabe?

3. Who will use the product?

Faculty? Students? Staff?
Academic vs administrative
Which departments or disciplines?
How many potential users are there?
Have there been user requests for this or similar products?

4. Access
Where will it be available?
What is the most effective way of making this available?
Ownership
vs. access? If purchased, load as a standalone database, as part of Orbis or as an MDAS file?
Are there space issues?
How will it be available? PC vs mainframe vs network
What hardware is needed?
Who will provide support for users and how much? What level of service will/can be provided?
Are there restrictions on access? E.g.,Yale vs. non-Yale, staff vs. faculty, metered use or unlimited access.

5. Costs
What does a purchase or lease cost?
Who will pay?
Are there opportunities for cost sharing?
Are there opportunities for cost recovery?
Does additional hardware need to be purchased? Is existing equipment adequate? What is cost estimate?
Does additional software need to be purchased? What is cost estimate?
What staff time is needed for installation and updates?
Is technical support vendor supplied or is there a charge?
What training is needed for staff and users? Who will provide it?
Does the vendor supply training? Will training be done with existing staff?

6. Contract
Is it a purchase or lease? Who owns the database?
Are there restrictions on who may use? Who defines who may use?
Is there differential pricing for multiple users?

7. Preservation
What must be done to preserve the product?
Who will be responsible for preservation?
Can the product be up-graded or reformatted to extend the life of the contents?

8. Security
What restrictions are required by contract? Yale/non-Yale, or special constitutencies within Yale?
How will security be ensured for hardware and database?
Make backup copies? Vendor supplied replacements?
Security enclosures for pcs or security system for

library?

9. Who needs to be consulted?
   Units which incur costs in the process, including staff time.
   Units whose clients might use the product.
   Units which will mediate between products and users.

10. Implementation/ testing/ publicity.
   How will the product be announced?
   How much testing is required?
   What publicity is needed for library staff, students and faculty?

11. Evaluation for retention.
   Should we renew if leased?
   Has use justified costs?
   Is a comparable product available?

Brigham Young University

ELECTRONIC INFORMATION PRODUCT REQUEST

Title: _____

Producer: _____

Vendor: _____

Price: _____

Update frequency: _____

Backfile availability and cost: _____

Available formats: _____

Does the database have download capability?: _____

Can output be restricted to download only?: _____

Hardware requirements: _____

_____

Hardware available in department now? If not, provide price and departmental support for purchase: _____

_____

Software needed (include price): _____

_____

Scope (subjects, dates): _____

_____

_____

Which academic departments (faculty and students) are most likely to benefit from this product? _____

_____

_____

Do we currently own print or electronic formats that duplicate or overlap coverage with this product? _____

_____

If yes, list titles and duplication: _____

_____

If purchased, do you recommend this database be available:

System-wide via Online Catalog _____

On a LAN _____

On a "stand alone" work station _____ in which department? _____

Licensing fees (attach vendor information if available) _____

What are the advantages of this product? _____

_____

_____

What are the disadvantages of this product? _____

_____

_____

Additional comments: _____

_____

_____

_____

_____

_____

Please attach a standard completed order card and a descriptive brochure or flyer.

Request submitted by: _____

Date: _____

Department Head's Signature: _____

1/93

EMORY UNIVERSITY GENERAL LIBRARIES
COLLECTION MANAGEMENT DIVISION

ELECTRONIC FORMAT REQUEST FORM

_____ Requested by:_____
(date)

NAME OF PRODUCT_____

SUPPLIER:_____

PRICE:_____

JUSTIFICATION

Why is this product needed for the General Libraries? Please be as specific as possible, stating how the title will support the curriculum and which groups of researchers it should serve. (Attach any supporting documentation.)

_____
_____
_____
_____

Is this product sold on a subscription basis? _____

Does the library already receive this title in a traditional format? ____yes ____no

If yes, give title and call number of title currently received:_____
_____

If yes, what value will be added by receiving the electronic format? Can the title in traditional format be cancelled?

_____
_____
_____

Has this product been demonstrated at Emory?

____Yes (If yes, please attach report on results of demonstration.)

____No

EQUIPMENT REQUIREMENTS

Does purchase price include hardware, or is price only for software?_____

Is hardware for this product already in place?

____Yes

____No (If not, state the hardware required, supplier, and price.)

_____
_____
_____

PUBLIC SERVICE REQUIREMENTS

What is the intended location of this product?

_____
_____

What staff resources will be needed to support user access?

_____
_____

_____

PLEASE FORWARD TO COLLECTION MANAGEMENT, ALONG WITH ANY SUPPORTING DOCUMENTATION. REQUESTS WILL BE REVIEWED BY COLLECTION MANAGEMENT, THE DIRECTOR OF PUBLIC SERVICES, AND THE HEAD OF SYSTEMS. SHOULD EQUIPMENT BE REQUIRED, THE REQUEST WILL ALSO BE REVIEWED BY DIRECTOR'S COUNCIL.

_____

ACTION

____Approved for purchase

____Not approved

Comments:_____
_____
_____
_____

_____
date

CD ROM Acquisition Fact Sheet

Title _____

Vendor _____

Criteria for Selection

? Does this duplicate other (paper, tape etc.) services already subscribed to by the Library System?

? Is the database of good quality (e.g. correctness and completeness of indexing)?

? How easy to use is the search software for this product?

? How much of the material indexed in the CD ROM is actually available in the Library System?

? What is the volume of use of the paper equivalent?

? How frequently is the database searched online?

? Can this be run on equipment the Library already owns?

Licensing Considerations

Subscription Cost

Cost compared to paper/tape

? If the subscription is cancelled, do we keep the back-disks?

? Is networking allowed under the licensing agreement? If yes, what are the terms?

? Will the vendor supply a demo disk (free of charge)?

Other comments (use reverse side of paper if necessary)

UNIVERSITY OF NEBRASKA-LINCOLN LIBRARIES

ELECTRONIC MACHINE-READABLE RESOURCE PROPOSAL SUMMARY
AND TRANSMITTAL FORM

Librarian:_____Date:_____

TITLE of proposed resource:

A. Publication information:

Source/Publisher:

Vendor:
Vendor Address:

Vendor Phone:

No. of disks to be received:

Format to be received: (circle)
CD ROM 3.5" floppy 5.25" floppy Magnetic tape Internet Other:_____

Updates: _____Yes _____No
If yes, how often?_____
If superseded:
_____Discard; who discards?
_____Return to vendor; who returns?
_____Retain; location_____

Source: _____Purchase; Fund:_____ _____Gift _____Document

Price: Discount:

B. Access Criteria

Location of the resource and method of access: (check all that apply)

_____SDN
_____LOVE REF CDROM (caddy shack)
Workstation no._____
_____LOVE CmptrFile (stacks)
_____LOVE DOCS (stacks)
_____Branch_____
_____REF
Workstation no._____
_____CmptrFile (stacks)
_____Add to workstation menu
_____Other:_____

Describe the accompanying material: (Ready reference sheets, guides, etc.)

Location of accompanying material:_____
Will accompanying material circulate? _____Yes _____No

Anticipated level of use:

C. Mounting/storage criteria: (Use a

What existing software/hardware will

If additional software/equipment will

If changes in existing facilities (ca
will be required, give details:

If SDN access if being proposed:
How many disks will be mounted?

Does the software use standard devi

Will the software support Novell Ne

If not all disks, tapes, etc. are mou
stored, and who will be responsible f
Documents staff)?

Are there additional security precaut
If so, what are they?

D. Vendor/contractural criteria:

What are the licensing agreements wit
Retention of the product: (ownershi

Restriction on use: (network, no. c

Copyright restrictions (backup disks

Other?

****

ASO Recommendation:

ASO signature: _____

iteria: (Use additional pages if necessary)

/hardware will be used? Be specific

UNIVERSITY OF NEBRASKA-LINCOLN LIBRARY

/equipment will be needed, describe:

facilities (cabling, power, lighting, remodeling, etc.)
details:

proposed:
be mounted?

e standard device driver commands? _____Yes _____No

pport Novell Netware and CD-Net? _____Yes _____No

s, etc. are mounted, where will the unmounted items be
e responsible for handling them (Serials Records, ASO,

ecurity precautions to be considered?

criteria:

agreements with respect to:
uct: (ownership, lease terms, etc.)?

(network, no. of simultaneous users, etc.)?

s (backup disks, downloading, etc.)?

****

_____Date:_____

UNIVERSITY OF NEBRASKA-LINCOLN LIBRARIES

Electronic Machine-Readable Resources
Vendor Conference Call
Attach to Order Card

There are many potential sources of information that can be used to prepare a proposal. One source of particular importance is direct contact with the vendor. Because information obtained from the vendor affects more than one department, a conference call will be held between the vendor, the chair of acquisitions and the public services librarian to verify information needed to complete the proposal. The public services librarian is responsible for contacting the chair of acquisitions who will make arrangements for the call.

Public services librarian:_____ Vendor:_____

Title of resource:_____

Conference Call Arrangements
Vendor representative:_____ Phone:(____) _____

Date:_____ Time:_____ Location:_____

I. Selection Criteria:

A. Formats available/cost:_____/_____
_____/_____
_____/_____

B. Subject/content criteria
1. Scope/content/record format (A.1-A.3)*
2. Access points/organization of data (A.3)
3. Search capabilities/data manipulation/ customization (A.3)
4. Value-added elements (A.3)
5. Frequency of updates/availability/cost/ compatibility (A.3)

C. Access criteria
1. Multi-user access capabilities/remote access licensing--maximum number of simultaneous users, LAN versus multiple stand-alones (B.3)
2. Standardization--command structure/data format/ industry norms (B.6)
3. Complexity/level of skill, training or prior knowledge to operate--novice and expert modes (B.7)
4. Quality of user interface (B.7)
5. Downloading/printing/archiving/back-up copies-- restrictions/copyright (B.8)

D. Mounting/storage criteria
1. Maintenance required/recovery from system failure (D.4, C.5)
2. Hardware requirements--vendor recommendations/ customized hardware including cost and value-added features/warrenty protection (D.6)
3. Processing/memory space required (D.7)
4. Speed of processing/response time (D.7)
5. Software requirements--access to other software, e.g., Windows

*See Electronic Machine-Readable Resources policy.

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E. Vendor/contractural criteria
   1. Preview/demo available (E.1)
   2. Documentation--availability/quality/additional costs (E.2)
   3. Cost contingent on print subscription/purchase (E.3)
   4. Training/support provided by vendor (E.5)
   5. Liability issues for use of product/content (E.10)
   6. Ongoing fees for use of product (E.12)
   7. Special services available (E.14)

F. Other product information to be verified

II. Acquisitions Information

A. Format recommended:_____

B. Order Information

Product identification:_____

Billing address:_____

_____

_____

Number of pieces/location (itemize if necessary):_____

_____

_____(Transfer info to order card.

Cost (expiration date:_____)

Catalog price: _____

Other fees (registration, royalties): _____

Educational/other discount: _____

Total price: _____

If foreign currency. total price in U.S. currency: _____

Terms of payment:_____

Date/volume of first issue to be received:_____

Warranty conditions:_____

_____

C. Licensing Restrictions

Access (more than one terminal/number of users):_____

_____

Return of superseded product:_____

Archiving:_____

Downloading:_____

D. Acquisitions please notify_____

III. Other Arrangements

A. Demonstration

Date:_____ Place:_____

Name:_____ Phone:(___) _____

Equipment/Product to be Provided by Vendor:_____

_____

Equipment/Supplies to be Provided by Library:_____

_____

B. Arrangements for a Follow Up Call:_____

_____

IV. Comments (attach sheet if necessary):

ELECTRONIC FORMAT REQUEST FORM

University Libraries
University of Tennessee/Knoxville

Required attachments: Descriptive information, sample screens, reviews, or report on demonstration required for consideration of this request.

1. Name of product _____

2. Supplier _____ Phone # _____

3. Address _____
(If electronic journal, provide server address.)

4. Price _____ : ☐ One-time price (monograph)
☐ Annual subscription price
☐ Quarterly subscription price
☐ Other: _____

5. Format _____ Platform _____

6. Is tapeloading or other access an option? (If yes, answer question 14.) ☐ Yes ☐ No

7. Are demonstration disks/CDs available? (Please order and review.) ☐ Yes ☐ No

8. Is academic department willing to share cost? ☐ Yes ☐ No

9. Signature of Departmental Library Representative or requestor (**optional**): _____

10. Selector's priority (if you are submitting several requests):

11. Signature of Library Selector (**required**): _____
Date _____

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(over)

Return to Assoc. Dean for Collection Services, 606 Hodges Library (974-6640) **Lib. 2 - Rev. 09/94**

Duplication

12. Does this product duplicate library holdings in a different format? ☐ Yes ☐ No
    If so, give title, format, cost (if subscription) and call number of current holdings:

13. Can currently held title be cancelled?
    ☐ Yes ☐ Possibly, after period of CD-ROM use
    ☐ No, against licensing ☐ No, need print version also
    Comments:

14. Is this product available in other ways?
    ☐ First Search ☐ CIP ☐ Tape-load in OLIS
    ☐ Other Internet ☐ Statewide networking ☐ Current Contents ☐ None
    Discuss advantages and disadvantages of various options:

Equipment/Location Requirements (Equipment requests reviewed separately)

15. How many CDs/diskettes/tapes comprise this title annually? _____

16. Desired location:
    ☐ Network use
    Specify number of simultaneous users: _____
    ☐ Stand-alone use
    ☐ Reference workstation ☐ Branch workstation: _____
    ☐ DocMic workstation ☐ Stacks (general collection)
    ☐ AV Services workstation ☐ Other: _____

17. Does price include hardware (if it is needed)? ☐ Yes ☐ No

18. Is hardware for this product already available in the Libraries? ☐ Yes ☐ No
    If not, hardware required: _____
    Supplier: _____
    Price: _____

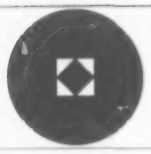
19. Is academic department willing to share equipment costs? ☐ Yes ☐ No

20. **Need for Product**
    Comment on why this product is needed by the Libraries. Base comments on: intrinsic value of title as supported by reviews or demonstrations, need as expressed by user demand or faculty interest, curriculum support, support of specific researchers, projected use, available alternatives, etc. (Attach additional sheets as needed.)

SYSTEMS AND PROCEDURES EXCHANGE CENTER

SELECTED READINGS

ASSOCIATION OF RESEARCH LIBRARIES



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